WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

CHAMBER ORCHESTRA - 1417

School .... Westfield High School
Department .... Visual and Performing Arts
Length of Course .... One Year
Credit 5.0
Grade Level .... 9 – 12
Prerequisite ...... Teacher recommendation and assessment
Date ....

I. RATIONALE, DESCRIPTION, AND PURPOSE

Chamber Orchestra is a select ensemble for advanced string musicians. The curriculum is designed to give advanced string players an opportunity to study and engage with masterworks of Baroque, Classical, Romantic and Modern periods of music. The students concentrate on systematically increasing proficiency in interpretation, theoretical and historical knowledge.

Students are assessed in the spring to determine proper placement in the high school Chamber Orchestra. Students are expected to have reached a proficiency level conducive to playing level IV+ music or the standard repertoire. The course continues developing technical skills applicable to the students' respective instruments.

Major works from the chamber orchestra repertoire as well as chamber music are studied and performed at several concerts per year. Substantial preparation by students is expected. This course also enables students to make informed critical and aesthetic judgments, create music, and understand the historical and cultural influences of music.

The goal of Chamber Orchestra is to further develop an artistically informed student; one who is knowledgeable of musical terminology and symbols, technically competent, and capable of self-assessment.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Languages, Technology, 21st Century Life and Careers, and Social and Emotional Learning Competencies. They are developed sequentially through the course.

Students:

A. Demonstrate advanced instrumental technique which includes bow technique, posture, intonation, articulation and technical facility
NJ Student Learning Standards for Visual and Performing Arts 1.3C.1adv.Pr4-6
NJ Student Learning Standards for 21st- Century Life and Careers CRP12

B. Perform advanced rhythms at levels IV-V, and play simple, compound and asymmetrical meters
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4-6
NJ Student Learning Standards for Mathematical Practice SMP6, SMP7

C. Hone rehearsed/performance techniques in an ensemble demonstrating balance, blend, intonation and good listening skills
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv. Pr4-6, Re7-9
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st- Century Life and Careers CRP8
NJ Competencies for Social and Emotional Learning
    Social-Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings

D. Refine knowledge and application of key signatures, transposition, meters and terminology
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4-6
NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8
NJ Student Learning Standards for World Languages 7.1
NJ Student Learning Standards for Mathematical Practice SMP6, SMP7

E. Increase aesthetic awareness in music through listening and playing appropriate repertoire
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Re7-9
NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8
NJ Competencies for Social and Emotional Learning
    Self-Awareness: recognize one's feelings and thoughts

F. Identify historical, social, and cultural influences to recognize and distinguish the following musical styles and eras: Renaissance, Baroque, Classical, Romantic, 20th Century, Jazz, and multi-cultural roots
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Re7-9
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Competencies for Social and Emotional Learning
    Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds

G. Examine the life and cultural/social influences upon the composers of the works being studied
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Re7-9
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Competencies for Social and Emotional Learning
    Social-Awareness: Recognize and identify the thoughts, feelings, and perspectives of others

H. Evaluate/critique performances
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Re7-9
NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2
NJ Competencies for Social and Emotional Learning
    Self-Awareness: Recognize one's personal traits, strengths and limitations
    Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
    Social-Awareness: Demonstrate an understanding of the need for mutual respect when viewpoints differ
    Responsible Decision-Making: Develop, implement, and model effective problem-solving and critical thinking skills
    Relationship Skills: Utilize positive communication and social skills to interact effectively with others

I. Demonstrate skills and understanding of elements of music through basic improvisation and composition. Conceive, organize, and develop artistic ideas and complete artistic work for a variety of purposes and contexts

NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Cr1-3
NJ Student Learning Standards for Science: Science and Engineering Practices P2-6, 8
NJ Competencies for Social and Emotional Learning
  Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

J. Collaborate, prepare, and perform small group and chamber works.

NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv. Pr4-6, Re7-9
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for World Languages 7.1
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st- Century Life and Careers CRP12
NJ Competencies for Social and Emotional Learning
  Self-Awareness: Recognize one's personal traits, strengths and limitations
  Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
  Social-Awareness: Demonstrate an understanding of the need for mutual respect when viewpoints differ
  Responsible Decision-Making: Develop, implement, and model effective problem-solving and critical thinking skills
  Relationship Skills: Utilize positive communication and social skills to interact effectively with others

III. <u>CONTENT, SCOPE, AND SEQUENCE</u>

The Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a strong commitment to integrating the education of all students into the total music program. The teachers' knowledge of cognitive styles and levels enables the flexibility for each student to be provided with challenging work based on individual readiness level and learning style.

The content of this course addresses various musical styles and eras selected to afford each child a broad orchestral experience. Selections may include overtures, concertos, folk dances, festival music, and mixed orchestral/choral pieces. The Chamber Orchestra performs advanced repertoire and students are expected to be diligent in honing skills necessary to perform in this ensemble.

Chamber Orchestra students advance in:

A. Technical Skills: (suggested pacing 8-10 weeks)
  1. Demonstrate bow technique, tone control, articulation and intonation as it applies to a given work and composer
  2. Demonstrate correct body and instrument posture, and tone production
  3. Apply stylistic interpretation according to composer and era.
  4. Play three octave chromatic scale and two-three octave major scales and two-three octave minor scales by memory starting at a quarter note equaling 60
  5. Play selected repertoire with proper intonation, interpretation, phrasing, and accuracy

B. Theory: (suggested pacing 4-6 weeks)
   1. Identify all major and minor key signatures, modes, and forms
   2. Demonstrate an understanding of all articulations and bowing techniques
   3. Demonstrate an understanding of the stylistic characteristics of major composers
   4. Use standard musical terminology as it applies to tempo, dynamics, articulation, harmony, and form
   5. Recognize and distinguish the following musical styles and eras: Renaissance, Baroque, Classical, Romantic, 20th Century, Jazz, and multi-cultural roots
   6. Demonstrate an understanding of the life and cultural/social influences upon the composers of the works being studied

C. Rhythm and Meter Values: (suggested pacing 8-10 weeks)
   1. Develop sight-reading skills with emphasis on rhythm
   2. Advance in simple, compound, and asymmetrical meters

D. Scales and exercises: (suggested pacing 8-10 weeks)
   1. Play scales in all keys
   2. Play in various modes and forms

IV. INSTRUCTIONAL TECHNIQUES

The instructor uses any or all of the following methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on readiness level and learning style. The needs of diverse learners are met through the following:

A. Presentation of music concepts through:
   1. Visual examples
   2. Aural perception through repertoire
   3. Demonstration
   4. Lecture
   5. Performance and critique
   6. Small group discussion

B. Reinforcement of instrumental concepts within repertoire:
   1. Fingering challenges
   2. Bowing challenges
   3. Articulation challenges
   4. Rhythm challenges

C. Analysis and discussions of instrumental nuances
   1. Intonation
   2. Instrumental range
   3. Maintenance of instrument

D. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Students are evaluated by the following methods:

A. Individual performance evaluations

B. Written and survey assessments

C. Participation in required performances

D. Teacher observation of:
1. Demonstrating the ability to play the musical selections taught using the principles emphasized
2. Maintaining sound musical standards of performance
3. Showing sensitivity in performance and in practices
4. Actively following conductor in rehearsal
5. Mastery of technical skills

E. Adjudication and performance at chosen festivals

VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including:

A. Access to in-house, in-service or professional training in the content area

B. Access to books and professional journals to enhance development

C. Time to confer with other department members to coordinate curriculum ideas and develop units of study

D. Professional conferences, workshops and college courses that enhance specific instructional skills and strategies

E. Private study with an individual artist or studio to further develop skills

APPENDIX I

New Jersey Student Learning Standards For Visual And Performing Arts

ANCHOR STANDARD 1 Creating: Conceptualizing and generating ideas.

ANCHOR STANDARD 2 Creating: Organizing and developing ideas.

ANCHOR STANDARD 3 Creating: Refining and completing products.

ANCHOR STANDARD 4 Performing/Presenting/Producing: Developing and refining techniques and models or steps needed to create products.

ANCHOR STANDARD 5 Performing/Presenting/Producing: Selecting, analyzing and interpreting work.

ANCHOR STANDARD 6 Performing/Presenting/Producing: Conveying meaning through art.

ANCHOR STANDARD 7 Responding: Perceiving and analyzing products.

ANCHOR STANDARD 8 Responding: Applying criteria to evaluate products.

ANCHOR STANDARD 9 Responding: Interpreting intent and meaning.

ANCHOR STANDARD 10 Connecting: Synthesizing and relating knowledge and personal experiences to create products.

ANCHOR STANDARD 11 Connecting: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX II

New Jersey Student Learning Standards For English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX III

New Jersey Student Learning Standards For Mathematical Practice

SMP1 - Make sense of problems and persevere in solving them.

SMP2 – Reason abstractly and quantitatively.

SMP4 - Model with mathematics.

SMP5 - Use appropriate tools strategically.

SMP6 - Attend to precision.

SMP7 - Look for and make use of structure.

SMP8 - Look for and express regularity in repeated reasoning.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX IV

New Jersey Student Learning Standards For Science / Next Generation Science Standards: Science And Engineering Practices

P1: Asking Questions and Defining Problems
P2: Developing and Using Models
P3: Planning and Carrying Out Investigations
P4: Analyzing and Interpreting Data
P5: Using Mathematics and Computational Thinking
P6: Constructing Explanations and Designing Solutions
P7: Engaging in Argument from Evidence
P8: Obtaining, Evaluating, and Communicating Information

The entire standards document may be viewed at https://ngss.nsta.org/PracticesFull.aspx

APPENDIX V

New Jersey Student Learning Standards For Comprehensive Health And Physical Education

STANDARD 2.2: (Integrated Skills) all students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

STANDARD 2.5: (Motor Skill Development) all students will utilize safe, efficient**,** and effective movement to develop and maintain a healthy, active lifestyle.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX VI

New Jersey Student Learning Standards For Social Studies

STANDARD 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STANDARD 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX VII

__New Jersey Student Learning Standards - Social Studies Practices__

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at
https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf

APPENDIX VIII

New Jersey Student Learning Standards For World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX IX

New Jersey Student Learning Standards For Educational Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX X

New Jersey Student Learning Standards For 21st Century Life And Careers

NJSLS Career Ready Practices: These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX XI

New Jersey Competencies For Social And Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at https://www.state.nj.us/education/students/safety/sandp/sel/.

APPENDIX XII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Chamber Orchestra 1417
Second Reading 8/31/2021

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student; speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
Use scaffolding techniques consistently throughout lesson
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board

Chamber Orchestra 1417
Second Reading 8/31/2021

Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework

Chamber Orchestra 1417
Second Reading 8/31/2021

Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents

Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms

Chamber Orchestra 1417
Second Reading 8/31/2021

Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>

Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

INTRODUCTION TO JOURNALISM

Schools..Intermediate Schools
Department.. English
Length of Course.. Half-Year
Grade Levels 8
Date ....

I. RATIONALE, DESCRIPTION AND PURPOSE

Introduction to Journalism provides students the opportunity to learn and apply the responsibilities and principles of journalism while producing tangible student newspapers in each intermediate school. In order to accomplish this objective, each student demonstrates the following skills: reporting, writing, critical reading, editing, and digital publishing.

This elective also accomplishes multiple other objectives. The nature of the class reinforces and expands upon the English curricula by refining students' writing, reading, and research skills. It also develops public-speaking skills that are part of state standards throughout all content areas, and it fosters student voice and self-advocacy by allowing numerous opportunities for student leadership in the publishing process. In addition, the course thoroughly prepares students for participation in the high school journalism program, including becoming staff members of Westfield High School's school newspaper and magazine.

This semester-long elective also develops the skills needed to write in a variety of journalistic styles, including news, opinion, features, entertainment, and sports. It also provides students with the vocabulary and perspective to analyze information sources including print, broadcast and online. It provides the skills needed to effectively analyze and critique news sources through discussions of current events and an active participation in news consumption. The journalistic process also teaches students to be objective about critiquing their own and peers' work, and it offers the skills necessary to be efficient in modern-day publishing software.

Introduction to Journalism replicates for students the professional journalism experience. Students take substantial leadership roles while working collaboratively to determine content and meet deadlines, thereby simulating what media professionals do on a daily basis.

II. **OBJECTIVES**

The following objectives are aligned with the New Jersey Student Learning Standards for English Language Arts Literacy, History/Social Studies, and Science and Technical subjects and the New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.

Students:

A. Demonstrate individual and group responsibility as part of a newspaper staff
   New Jersey Student Learning Standards for English Language Arts Literacy.SL.8.1.A, B, C, D
   New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making, Relationship Skills

B. Evaluate the newsworthiness of an event by learning basic determinants of news: proximity, timeliness, conflict, consequence, prominence, and human interest
   New Jersey Student Learning Standards for English Language Arts Literacy.RI.8.1-3, 8.7-9
   New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.CI.1, 9.4.8.IML.1, 9.4.8.IML.7

C. Gather and assimilate information for writing an article
   New Jersey Student Learning Standards for English Language Arts-Literacy.RH.6-8.1
   New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.CI.1, 9.4.8.IML.7

D. Cite specific textual evidence to support analysis of primary and secondary sources
   New Jersey Student Learning Standards for English Language Arts-Literacy.RH.6-8.2
   New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.12.IML.7

E. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
   New Jersey Student Learning Standards for English Language Arts-Literacy.RH.6-8.3
   New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.12.IML.7

F. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
   New Jersey Student Learning Standards for English Language Arts Literacy.RI.8.1-3, 8.7-9

G. Prepare for and conduct an interview of substantial duration with a news source, and reflect on their interview experience via self-recording
   New Jersey Student Learning Standards for English Language Arts Literacy.NJSLSA.SL1-SL3
   New Jersey Competencies for SEL: Relationship Skills
   New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.12.CI.1

H. Use appropriate writing and newsgathering techniques to report news in a way that is balanced, concise, well organized, and accurate
   New Jersey Student Learning Standards for English Language Arts-Literacy RI.9-10.8, W. 9-10.8, W. 9-10.9
   New Jersey Competencies for SEL: Responsible Decision-Making
   New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.IML.7

I. Present opinions and commentary to persuade the reader using clear arguments, structured organization, and valid evidence and support
   New Jersey Student Learning Standards for English Language Arts-Literacy W.9-10.1, W. 9-10.4

J. Edit a school newspaper
    New Jersey Student Learning Standards for English Language Arts-LiteracyW.8.4;
    New Jersey Student Learning Standards for English Language Arts-Literacy.W.8.5;
    New Jersey Student Learning Standards for English Language Arts-Literacy.W.8.6
    New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.IML.6

K. Establish a safe, stimulating environment based on a community of journalists who encourage, support and challenge each other to grow as reporters and writers
    New Jersey Student Learning Standards for English Language Arts-LiteracySL.9, 10.1, SL.9-10.4
    New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making, Relationship Skills

L. Use appropriate technological hardware and software to engage in workplace processes, including drafting, communicating, collaborating, and organizing
    New Jersey Core Curriculum Content Standards for Technology.8.1.8.A.1-2

M. Understand that the writing and reporting processes involve strategies including brainstorming, newsgathering, research, note-taking, drafting, revising, and copy-editing
    New Jersey Student Learning Standards for English Language Arts-LiteracyW.9-10.5, W.9-10.10
    New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.CI.1

N. Improve the clarity of writing through a systematic application of journalistic style
    New Jersey Student Learning Standards for English Language Arts-Literacy RI.9-10.5, W.9-10.2, W.9-10.4, W.9-10.5,
    W.9-10.6,L.9-10.1, L.9-10.2, L.9-10.3
    New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.IML.6

O. Analyze school, community, and state, national and world news
    New Jersey Student Learning Standards for English Language Arts-Literacy.RI.8.1
    New Jersey Competencies for SEL: Social Awareness
    New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.IML.1, 9.4.8.IML.8

P. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
    New Jersey Student Learning Standards for English Language Arts-Literacy.RI.8.2
    New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.CI.1

Q. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text
    New Jersey Student Learning Standards for English Language Arts-Literacy RI.8.3
    New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.CI.1

R. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
    New Jersey Student Learning Standards for English Language Arts-Literacy.RI.8.3
    New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.CI.1, 9.4.8.IML.7

S. Demonstrate a knowledge, understanding and practical use of the library/media center resources as these relate to the course content.
    New Jersey Core Curriculum Content Standards for Technology.8.1.8.A.5
    New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills: 9.4.8.IML.6

III. **CONTENT, SCOPE AND SEQUENCE**

This introductory course familiarizes students with the foundations of the reporting process, types of news stories, purpose of a school newspaper, language of the profession, interpretations of news and ethics of reporting.

Because the style of journalism writing is substantially different from writing in traditional academic classes, students spend the beginning of the semester practicing newswriting form and style. Students hone a variety of language skills, explore different journalistic modes, and ultimately compile a digital portfolio of finished pieces, including news, feature and opinion articles. Attention to effective journalistic style, with emphasis on clarity, fluency, and tone serve as the basis for instruction.

Introduction to Journalism provides students with the skills necessary to be productive contributors for high school media outlets. In addition, the course supports and incorporates technology to disseminate information, assignments, and important documents, while also allowing students and teachers to share and edit work concerning the newspaper. These tools, along with the use of newspaper and website design software, demonstrate and encourage the use and acquisition of real-world technology skills to deliver information to the masses.

A. Responsibilities of the student journalist (~3 weeks)

Students develop a clear sense of the purpose and role journalism and the media play in their community and the world at large. Students appreciate the extensive history of each newspaper and the role each has played in their respective school legacies. Students understand and apply the code of journalistic ethics necessary for producing effective coverage (e.g. balance, accuracy and objectivity).

1. Introduction to journalism
   a. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
   b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension
   c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   d. Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
   e. Use precise language and domain-specific vocabulary to inform about or explain the topic
   f. Establish and maintain a formal style
   g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

2. Functions of the school newspaper are to use precise language and domain-specific vocabulary to inform about or explain the topic.
3. Newspaper organization
   a. Establish and maintain a formal style
   b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
   c. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
4. Newspaper ethics
   a. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
   b. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

B. Reporting and interpreting the news (~3 weeks)

Students develop a sense of news judgment in order to determine what stories work and for which newspaper sections. Students analyze professional models as well as past examples in order to practice identifying news determinants, and then use this recognition in order to spot newsworthy stories at the school level and at the local and national levels as well. Students learn fundamental elements of hard news style and organization in order to develop leads and articles that develop these newsworthy story ideas. Learning activities in this unit include:

1. Analyze how a text makes connections and distinctions among individuals, ideas, or events (e.g. through comparisons, analogies, or categories)
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
3. Point of view
   a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
   b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
   c. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
   d. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
   e. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
   f. Distinguish among fact, opinion, and reasoned judgment in a text.

4. Interviewing
    a. Engage effectively in a range of collaborative discussions (one-on-one, small groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
    b. Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
    c. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
    d. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas
    e. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented
    f. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

C. Journalistic writing (~14 weeks, along with part D)

Students develop a sense of the different genres of journalistic writing: features, opinion, and entertainment, in addition to hard news stories. Through the review and analysis of professional and student models, students master the different styles needed for each genre.

1. The straight news story:
    a. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
    b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
    c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    d. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
    e. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2. The feature story
    a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

3. The editorial/opinion
   a. Write arguments to support claims with clear reasons and relevant evidence
   b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
   c. Provide a concluding statement or section that follows from and supports the argument presented
   d. Draw evidence from literary or informational texts to support analysis, reflection, and research
   e. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

D. Editing the newspaper (~14 weeks, along with part C)

Students develop a collaborative approach for ensuring newspaper copy meets grammatical and usage standards. Multiple teams peer-review and edit stories, headlines, and captions to ensure maximum accuracy. Students also develop protocol for checking accuracy of quotations with original sources. Student editors also supervise writing tone and stylistic choices appropriate for each section of the paper, as well as enhancing leads and transitions.

1. Reading and editing copy
   a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focuses on addressing the audiences.
2. Production mechanics
   a. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.
3. Newspaper typography
4. Page design.

IV. **INSTRUCTIONAL TECHNIQUES**

The primary methodology of the course is a laboratory approach. Students master the art and skill set of professional journalists through active application of strategies. For the majority of the semester, the journalism course resembles an actual working newsroom that one would observe in a professional media setting.

Students learn through the cooperative and collaborative environment they create as a news staff. The program provides the opportunity for every student to have a defined role: Executive Editor, Assistant Editor, Page Editor, Page Designer, Staff Reporter, Editing Team, or Art Director. Students decide on the content of each paper by "pitching" story ideas before the class in the same process conducted in professional media outlets. This course provides students with the challenge and prospect of working with others who think and work differently from themselves. Instructional techniques include but are not limited to:

A. Providing students with a structure that promotes sound habits of reporting and an ability to meet deadlines effectively

B. Providing students with a range of strategies for brainstorming, researching, reporting, and writing

C. Holding individual and small-group conferences so students can develop strategies to address common challenges, such as finding sources and asking appropriate questions

D. Providing students with opportunities to work collaboratively with classmates of diverse interests, abilities, and backgrounds to foster a supportive writing community

E. Monitoring and assessing each student's goals, process, and progress

F. Utilizing technology such as InDesign, Photoshop, and the Google platform for composition, editing, and in-class publication of the scholastic press at the Westfield Intermediate Schools. Examples of technology applications include page design, collaborative writing, revision, and document storage

G. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. <u>EVALUATION</u>

The following assessment elements include but are not limited to:

A. Application of the skills and principles of journalism

B. Class discussions

C. Use of technology to complete all phases of the writing process

D. Working knowledge of technology to assemble a newspaper

E. Student articles' effectiveness, according to guidelines and models, and on-time submission

F. Assessments on news writing and style manual rules

G. Student role within the class community, including participation in gathering article ideas, writing articles, and assembling the newspaper

H. Student preparedness for class activities, such as researching, interviewing, writing, and conferencing

I. Student progress, as demonstrated through articles, class discussion, responsibility, and written reflections.

VI. PROFESSIONAL DEVELOPMENT

The following professional development components include but are not limited to:

A. Observing colleagues' classes and visiting journalism classes in other school districts to gather and share ideas

B. Attending courses or workshops to learn about instructional strategies and journalism resources that can enrich course content

C. Attending conferences or workshops related to differentiated instruction, meaningful infusion of technology, diversity of instruction/course content and other instructional goals

D. Accessing the teaching and literary resources appended to this document.

APPENDIX I

New Jersey Student Learning Standards for Language Arts

Grade 8

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.8. (Not applicable to literature)

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes

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

A.   Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B.   Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
C.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
D.   Establish and maintain a formal style.
E.   Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A.   Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
B.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
D.   Use precise language and domain-specific vocabulary to inform about or explain the topic.
E.   Establish and maintain a formal style/academic style, approach, and form.
F.   Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A.   Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B.   Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
C.   Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
D.   Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E.   Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
A. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

B. Form and use verbs in the active and passive voice.

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A.   Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
B.   Use an ellipsis to indicate an omission.
C.   Spell correctly.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A.   Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
A.   Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B.   Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
C.   Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
D.   Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A.   Interpret figures of speech (e.g. verbal irony, puns) in context.
B.   Use the relationship between particular words to better understand each of the words.
C.   Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II

Social Studies Standards

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world

APPENDIX III

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf

APPENDIX IV

Technology Standards

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

APPENDIX V

New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills

9.4.8.CI.1: Assess data gathered on varying perspectives and determine how the data can best be used to design multiple potential solutions

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information.

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.

9.4.8.IML.10: Examine the consequences of the uses of media.

APPENDIX VI

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX VII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans

Teachers and administrators can consult these accommodations and modifications in order to:
- implement additional ideas to meet the needs of the students in these subgroups
- meet the minimum number of interventions before referring to I&RS
- include them in the Instructional Techniques section of the Curriculum Revision/Writing template
- assist any students or whole group that might benefit from them.

Special Education
ENVIRONMENT
Preferential Seating

Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed

Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives

Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline

Introduction to Journalism Grade 8
Second Reading 8/31/2021

Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments

Provide a desktop list of tasks

Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects

Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time

ENGLISH LANGUAGE LEARNERS
GRADING
Standard Grades vs. Pass/Fail
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
Pre K-K WIDA CAN DO Descriptors
Grades 1-2 WIDA CAN DO Descriptors
Grades 3-5 WIDA CAN DO Descriptors
Grades 6-8 WIDA CAN DO Descriptors
Grades 9-12 WIDA CAN DO Descriptors
SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
Use scaffolding techniques consistently throughout lesson
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly

Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded

Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework

Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor

Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance

Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
Acceleration
Compacting
Telescoping

Advanced Placement Courses
INSTRUCTION
[Grouping](#)
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

Office of Instruction

Course of Study

MAGAZINE JOURNALISM

School ....Westfield High School
Department.. English
Length of Course.. Full Year
Credit...5
Grade Level..12
Prerequisites...................Journalism II and recommendation
Date ....

I. RATIONALE, DESCRIPTION AND PURPOSE

This full-year elective is designed to provide a workshop for students to serve as reporters, editors, videographers and photographers who produce a Westfield High School student magazine and its accompanying website. The journalism skills emphasized in this course correspond to those expected from a 21st-century journalist: the versatility of producing stories in print, video and web format; an ability to write long form stories as well as the more traditional, shorter pieces; comfort in web-based journalism, from slide-show stories to photo essays to social-media pieces; and an emphasis on in-person interviews to ensure that all these stories are grounded in strong reporting. This self-sustaining and independent program exposes students to the rigors of regular deadlines during the school year and fosters a strong sense of pride in their abilities as journalists who engage with topics through in-depth reporting and presentation. The course serves as both a writing workshop for students to produce relevant and interesting stories for their readers, as well as a means for students to participate in the production and publication process. The rationale articulated for the Journalism I and II courses are strengthened by the regular exercise of reporting, editing and technology skills. A mature understanding of free press rights and responsibilities is developed through the process of assigning, developing, producing and reflecting upon our own publication. The processes of news gathering and reporting occur within a workshop environment in which collaboration and constructive criticism are essential skills.

The class follows a quarterly schedule within an environment that emulates a professional newsroom. In-depth class assignments, such as long form articles, investigative features, photo essays, video segments, slide shows and special issues, are designed to strengthen reporting skills established in the introductory journalism courses. Students in this class are committed to learning more of the *why* behind the stories around us, and are willing to ask more questions and write longer pieces in pursuit of that end. This magazine program is designed to complement the school's newspaper, *Hi's Eye,* and to provide student-journalists with another option for publication. It also introduces students to many of the aspects of journalism that are increasingly common in the 21st century, from video to web-based pieces to long form stories.

In addition to writing tasks, students engage in aspects of production that include: page layout using design software; website design and maintenance using web platforms and templates; effective creation and use of graphics; filming and editing video pieces; and business management for advertising, subscriptions and delivery. Despite the fact that the students specialize in a particular aspect of production, all students write and produce pieces for this magazine.

II. <u>OBJECTIVES</u>

This curriculum fulfills the requirements of the New Jersey Student Learning Standards for English Language Arts and the state's Student Learning Standards for Career Readiness, Life Literacies, & Key Skills., as well as district expectations for student achievement.

Students:

A. Write for and produce the school magazine on schedule, by setting goals and meeting deadlines
New Jersey Student Learning Standards: W.11-12.10
New Jersey Student Learning Standards: SL. 11-12.1
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.CI.1
New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making

B. Perform assigned roles as writers, editors, graphic designers, photographers, web designers and editors, or business and office managers
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.CT.2
New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making, Relationship Skills

C. Establish a safe, stimulating environment based on a community of journalists who encourage, support and challenge each other to grow as reporters and writers
New Jersey Student Learning Standards: SL.11-12.1
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.CI.1
New Jersey Competencies for SEL: Responsible Decision-Making, Relationship Skills

D. Identify and develop newsworthy topics with an understanding that in-depth reporting is a process involving the following stages: brainstorming, newsgathering, research and note-taking, drafting, revising and copy-editing, by building upon the foundations established in previous journalism courses
New Jersey Student Learning Standards: W.11-12.5, W.11-12.10
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.IML.5

E. Demonstrate the knowledge, understanding and practical application of reporting and writing skills used to produce newsworthy in-depth articles, as developed in previous journalism courses
New Jersey Student Learning Standards: W.11-12.1 W.11-12.2, W.11-12.3, W.11-12.4
New Jersey Competencies for SEL: Self-Awareness, Responsible Decision-Making

F. Develop and publish accurate, balanced, and unbiased in-depth stories by using appropriate researching and a variety of news-gathering techniques
New Jersey Student Learning Standards: RI.11-12.7
New Jersey Student Learning Standards: W. 11-12.8 W. 11-12.9,
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.IML.5
New Jersey Competencies for SEL: Self-Management, Social Awareness, Responsible Decision-Making

G. Improve the clarity and effectiveness of in-depth writing through a systematic application of journalistic style, as established in previous journalism courses
New Jersey Student Learning Standards: R.11-12.5
New Jersey Student Learning Standards: W.11-12.2, W.11-12.4, W.11-12., W.11-12.6
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.IML.8

H. Revise and edit copy for publication, practicing professional techniques
New Jersey Student Learning Standards: L.11-12.1, L.11-12.2, L. 11-12.5
New Jersey Student Learning Standards: W.11-12.5, W.11-12.6
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.CT.2

I. Understand and use layout, design and production techniques for both text and visual components
New Jersey Student Learning Standards: W.11-12.6
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.CT.2

J. Apply the principles of journalistic ethics and press law to scholastic journalism
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.IML.5
New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making

K. Demonstrate an ability to find credible and relevant resources
New Jersey Student Learning Standards: W.11-12.6, W.11-12.7
New Jersey Student Learning Standards: RI.11-12.7
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.IML.2
New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making

L. Produce a digital portfolio of published articles in a variety of journalistic forms and reflections.
New Jersey Student Learning Standards: W.11-12.10
New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills.: 9.4.12.CI.3

III. CONTENT, SCOPE AND SEQUENCE

Magazine Journalism builds upon the English Language Arts curricula by refining students' writing, reading, research, editing and publishing skills. Through discussions and workshops, students apply their skills to real-life ethical dilemmas and problem-solving situations. The journalism courses are aimed at preparing students for careers by immersing them in an independent, non-censored and technologically up-to-date newsroom environment that combines print, web and video journalism all in one class. The modern-day journalist is often asked to report in a variety of media, and this class embraces all forms.

The Magazine Journalism class functions as a newsroom for the production of the print and web versions of the school magazine. Students are selected to fulfill the responsibilities of specific editorial positions based upon their growth in previous journalism courses, their diverse interests and abilities, and their specific interest in working on in-depth pieces of writing and in crafting video segments in conjunction with some of their stories.

In determining the pace and content of the course, the teacher's role is to foster curiosity, fulfill academic objectives, and encourage the personal independence and responsibility required to publish a product that reflects the diverse voices of the students. The teacher guides students to meet editorial responsibilities and deadlines by monitoring and assessing student progress. Every issue requires a ten-week production cycle in which students brainstorm news topics; gather sources; narrow and refine story angles; draft copy; collaborate with editors on revisions and edits; design and layout pages; upload articles to the website; deliver the magazines; and reflect upon the process. During this process, students adhere to the district's Acceptable Use Policy and ethical fair use principles.

All Magazine Journalism students have a responsibility to produce pieces for each issue of the magazine. The following is a list of editorial responsibilities reflecting the content and scope of the course:

A. Magazine Editor-in-Chief
   1. Leads staff in monthly brainstorms
   2. Manages section editors for rotation
   3. Manages article ideas and works with writers and page editors to meet deadlines. In terms of stories assigned, the editor focuses on long form features such as profiles, human-interest pieces, trend stories and investigative pieces.
   4. Prepares materials for the printer
   5. Copy-edits the final proofs
   6. Coordinates the graphic elements of the paper including photos, photo essays, slide shows, video segments and advertisements.

B. Section Editors (Front-of-Magazine editor, Well editor, Back-of-Magazine editor)
   1. Works with writers and articles for publication by managing article ideas and working with writers to conference on stories and meet deadlines
   2. Copy-edits pages
   3. Produces content, including stories.

C. Web and Social Media Managers
   1. Pursues stories that lend themselves to video segments, and produces video pieces to accompany such stories
   2. Pursues stories that lend themselves to slide-show format, and works with editor-in-chief and section editors to coordinate such stories
   3. Pursues stories that lend themselves to photo-essay format, and works with editor-in-chief and section editors to coordinate photo essays
   4. Works with editor-in-chief and section editors to bring magazine stories onto the Web
   5. Works with computers and programs including page design software, photo editing software, scanning, digital cameras and graphic design
   6. Maintains home page and photo upload
   7. Manages website security
   8. Manages web advertisements
   9. Oversees social media component, for both promotion and content purposes (works with editor-in-chief and section editors in doing so).

D. Arts Editors
1. Oversees photography for magazine stories
2. Coordinates all Photoshop work for the magazine layout
3. Oversees and produces layout and design for the magazine.

E. Business/Advertising Manager
1. Collaborates with advisers on budget and fund management
2. Contacts advertisers
3. Keeps digital calendar for ad placement and spreadsheet for billing
4. Works with arts editors to arrange and place ads
5. Manages and oversees delivery
6. Maintains the archives, postal deliveries, bulletin boards and organization of the newsroom.

IV. <u>INSTRUCTIONAL TECHNIQUES</u>

Within the workshop environment, the advisers facilitate opportunities for students to pursue their personal interests and apply their individual skills. Teachers use differentiated instruction to guide students through challenging assignments and help them explore complicated and often controversial issues.

Students learn through the cooperative and collaborative environment they create as a news staff. The success of the program and the excellence of the print and web publications are wholly dependent on a setting of mutual trust and respect, the ability to provide one another with constructive criticism, and the acceptance of a common goal as the primary motivation for hard work. This course provides students with the challenge and prospect of working with others who think and work differently from themselves.

Magazine Journalism instruction, which emphasizes the goals above, is designed to:

A. Facilitate in the production and publication of the school magazine and its website.
B. Help students establish their journalistic objectives and improve their writing and reporting of in-depth pieces.
C. Provide students with a range of strategies for brainstorming and assigning stories, for researching and reporting, and for taking on ethical challenges.
D. Demonstrate effective collaboration to foster a supportive community of learners.
E. Provide students with effective strategies to address challenges such as finding valid sources or covering sensitive or controversial topics.
F. Support students in conducting in-person interviews, which often allow for greater depth of connection between interviewer and interviewee.
G. Provide students with effective strategies in developing greater depth to their stories, from profiles to human-interest features to investigative pieces to trend stories.
H. Provide students with effective strategies to broaden their concept of effective platforms for stories, as they seek out stories that are suited for slide-show, video and photo-essay format.
I. Provide students with regular opportunities to confer with the advisers and their peers about their work.
J. Monitor and assess each student's goals, process and progress.

K. Utilize technology applications for composition, editing and publication of the scholastic press at Westfield High School. Examples of these applications include page layout, collaborative writing and revision, document storage, business management, website maintenance and social media.

L. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. <u>EVALUATION</u>

A variety of assessments are used to evaluate student progress toward the stated objectives. Evaluation methods reflect the curricular goals and philosophy of the English Language Arts Department. The following components will be included in the assessment of student performance:

A. Application of the skills and principles of in-depth journalism introduced in previous journalism classes and deepened in the instruction for this course

B. The variety and quantity of published material

C. Evidence of citizenship within the newsroom community

D. Quality and thoughtfulness of the work in digital portfolios

E. Evidence of growth through published work

F. Ability to manage time and meet deadlines for submission

G. Engagement in the class community, including participation in group projects and in peer editing and revision

H. Effective execution of editorial or managerial roles within the staff

I. Engagement in teacher and peer writing conferences and application of feedback

J. Self-assessment and reflection regarding skill development in the reporting process

K. Creative thinking about potential story ideas and use of media for a magazine publication.

VI. <u>PROFESSIONAL DEVELOPMENT</u>

The following are recommended components of the teacher's professional development:

A. Maintain and establish memberships in professional organizations for scholastic journalism

B. Attend professional development courses or conferences to learn about instructional strategies and tools for student publications

C. Remain current with effective technologies for journalism instruction and publication

D. Regularly seek to communicate with journalism advisers and teachers at other schools to share information and ideas, particularly those who are also advising school magazines.

APPENDIX I

New Jersey Student Learning Standards for
English Language Arts 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12
Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12
Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
   C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

F. Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

   A. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
   B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12
Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12
Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   A. Observe hyphenation conventions.
   B. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II

New Jersey Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES
RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.11-12.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

RH.11-12.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.11-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.11-12.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.11-12.1 Write arguments focused on *discipline-specific content.*
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis reflection, and research.

APPENDIX III

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry .
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf

APPENDIX IV

New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. *The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.*

APPENDIX V

New Jersey Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education.

SMP1 – Make sense of problems and persevere in solving them.
SMP2 – Reason abstractly and quantitatively.
SMP3 – Construct viable arguments and critique the reasoning of others.
SMP4 – Model with mathematics.
SMP5 – Use appropriate tools strategically.
SMP6 – Attend to precision.
SMP7 – Look for and make use of structure.
SMP8 – Look for and express regularity in repeated reasoning.

APPENDIX VI

New Jersey Student Learning Standards for Science / Next Generation Science Standards: Science and Engineering Practices

Practice 1: Asking Questions and Defining Problems
Practice 2: Developing and Using Models
Practice 3: Planning and Carrying Out Investigations
Practice 4: Analyzing and Interpreting Data
Practice 5: Using Mathematics and Computational Thinking
Practice 6: Constructing Explanations and Designing Solutions
Practice 7: Engaging in Argument from Evidence
Practice 8: Obtaining, Evaluating, and Communicating Information

APPENDIX VII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, & Key Skills

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.5: In order for members of our society to participate productively, information needs to be shared accurately and ethically.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

APPENDIX VIII

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at https://www.state.nj.us/education/students/safety/sandp/sel/.

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans

Teachers and administrators can consult these accommodations and modifications in order to:

- implement additional ideas to meet the needs of the students in these subgroups
- meet the minimum number of interventions before referring to I&RS
- include them in the Instructional Techniques section of the Curriculum Revision/Writing template
- assist any students or whole group that might benefit from them.

Special Education
ENVIRONMENT

Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests

Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information

Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION

Post assignments
Provide a desktop list of tasks

Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects

Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time

ENGLISH LANGUAGE LEARNERS
GRADING
Standard Grades vs. Pass/Fail
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
Pre K-K WIDA CAN DO Descriptors
Grades 1-2 WIDA CAN DO Descriptors
Grades 3-5 WIDA CAN DO Descriptors
Grades 6-8 WIDA CAN DO Descriptors
Grades 9-12 WIDA CAN DO Descriptors
SIOP COMPONENTS AND FEATURES

PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
Use scaffolding techniques consistently throughout lesson
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly

Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization

Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class

Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan

Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments

Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
Acceleration
Compacting
Telescoping
Advanced Placement Courses
INSTRUCTION
Grouping

Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

STRING ORCHESTRA - 1416

School .... Westfield High School
Department .... Visual & Performing Arts
Length of Course .... One Year
Credit 5.0
Grade Level .... 9 – 12
Prerequisite .... Ability to play level II - III music
Date...

I. RATIONALE, DESCRIPTION AND PURPOSE

The String Orchestra is a full year course that provides students with a systematic and progressive instrumental education. While public performance is the main objective of the course, the students also increase technical proficiency, theoretical, and historical knowledge of music.

Prior instrumental music experience is required. Orchestra students are assessed in the spring to determine proper placement in the high school orchestra program. String Orchestra students are expected to have reached a proficiency level on the instrument conducive to playing level II-III music. The course continues developing technical skills applicable to their respective instrument. Orchestra literature continues at the II-IV level.

The course enables students to make informed critical and aesthetic judgments, create music, and understand the historical and cultural influences of music.

The goal of String Orchestra is to further develop an artistically informed student; one who is knowledgeable of musical terminology and symbols, technically competent, and capable of self-assessment.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Languages, Technology, 21st Century Life and Careers, and Social and Emotional Learning Competencies. They are developed sequentially through the course.

Students:

A. Develop knowledge of fundamental instrumental technique which includes bow technique, posture, intonation, articulation and technical facility
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6
NJ Student Learning Standards for 21st- Century Life and Careers CRP12

B. Perform rhythms at levels II-IV and play simple, compound and asymmetrical meters
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6
NJ Student Learning Standards for Mathematical Practice SMP6, SMP7

C. Develop abilities to rehearse/perform in an ensemble demonstrating balance, blend, intonation and good listening skills
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof. Pr4-6, Re7-9
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st- Century Life and Careers CRP8
NJ Competencies for Social and Emotional Learning
   Social-Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings

D. Develop a foundation of fundamental music knowledge including key signatures, transposition, meters and terminology
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6
NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8
NJ Student Learning Standards for World Languages 7.1
NJ Student Learning Standards for Mathematical Practice SMP6, SMP7

E. Increase aesthetic awareness in music through listening and playing appropriate repertoire
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Re7-9
NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8
NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one's feelings and thoughts

F. Explore historical, social, and cultural influences to recognize and distinguish the following musical styles and eras: Renaissance, Baroque, Classical, Romantic, 20th Century, Jazz, and multi-cultural roots
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Re7-9
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Competencies for Social and Emotional Learning
   Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds

G. Explore the life and cultural/social influences upon the composers of the works being studied
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Re7-9
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Competencies for Social and Emotional Learning
   Social-Awareness: Recognize and identify the thoughts, feelings, and perspectives of others

H. Develop the ability to evaluate/critique performances
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Re7-9
NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2
NJ Competencies for Social and Emotional Learning
   Self-Awareness: Recognize one's personal traits, strengths and limitations
   Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
   Social-Awareness: Demonstrate an understanding of the need for mutual respect when viewpoints differ
   Responsible Decision-Making: Develop, implement, and model effective problem-solving and critical thinking skills
   Relationship Skills: Utilize positive communication and social skills to interact effectively with others

I. Demonstrate skills and understanding of elements of music through basic improvisation and composition. Conceive, organize, and develop artistic ideas and complete artistic work based on characteristic(s) of music studied in rehearsal.
NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Cr1-3
NJ Student Learning Standards for Science: Science and Engineering Practices P2-6, 8
NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

The Westfield Visual & Performing Arts Department recognizes the diversity of our student population. Students' backgrounds as well as a range of multicultural experiences are embraced and actively related to classroom activities and performances within the total music program.

Knowledge of cognitive styles and readiness levels provides for flexibility in expectations. Varied repertoire allows our diverse students to be consistently challenged.

When studying a musical work for performance, each proficiency is incorporated to some degree on a daily basis. In the rehearsal, continuous feedback is given to students reinforcing technical skills, performance practice, and application of musical knowledge to realization of the score.

String Orchestra students advance in:

A. Technical Skills: (suggested pacing 8-10 weeks)
   1. Demonstrate bow technique, tone control, and intonation
      a. legato
      b. detache
      c. martele
      d. pizzicato
      e. vibrato
   2. Demonstrate correct body and instrument posture, and tone production
   3. Use exercises designed to further support posture, scales, articulations, and bow techniques
   4. Play three octave chromatic scale and two-three octave major scales by memory starting at a quarter note equaling 50
   5. Play selected repertoire with proper intonation, interpretation, phrasing, and accuracy
   6. Learn to fine tune instruments

B. Theory: (suggested pacing 3-4 weeks)
   1. Identify all major and minor key signatures, enharmonic spellings
   2. Demonstrate understanding simple and compound meters as it applies to counting and following a conductor
   3. Utilize standard musical terminology as it applies to tempo, dynamics, articulation, and form

4. Recognize and distinguish the following musical styles and eras: Renaissance, Baroque, Classical, Romantic, 20th Century, Jazz, and Multi-cultural roots
5. Learn and understand the life and cultural/social influences upon the composers of the works being studied

C. Rhythm and Meter Values: (suggested pacing 8-10 weeks)
1. Play and subdivide rhythms in grade IV standard repertoire level music
2. Learn to play in simple, compound, and asymmetrical meters

D. Scales/Etudes: (suggested pacing 8-10 weeks)
1. Play scales in one to five flats or sharps
2. Play studies in each key

IV. INSTRUCTIONAL TECHNIQUES

The instructor uses many methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following:

A. Presentation of music concepts through:
1. Visual examples
2. Aural perception exercises
3. Demonstration
4. Lecture
5 Performance and critique

B. Reinforcement of instrumental concepts through:
1. Fingering exercises
2. Bowing exercises
3. Articulation exercises
4. Rhythm exercises

C. Analysis and discussions of instrumental nuances
1. Intonation
2. Instrumental range
3. Maintenance of instrument and accessories

D. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Students are evaluated by the following methods:

A. Individual performance evaluations

B. Written and survey assessments

C. Participation in required performances

D. Teacher observation of:
   1. Demonstrating the ability to play the musical selections taught using the principles emphasized
   2. Maintaining sound musical standards of performance
   3. Showing sensitivity in performance and in practices
   4. Actively following conductor in rehearsal
   5. Mastery of technical skills

VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including:

A. Access to in-house, in-service or professional training in the content area

B. Access to books and professional journals to enhance development

C. Time to confer with other department members to coordinate curriculum ideas and develop units of study

D. Professional conferences, workshops and college courses that enhance specific instructional skills and strategies

E. Private study with an individual artist or studio to further develop skills

APPENDIX I

New Jersey Student Learning Standards For Visual And Performing Arts

ANCHOR STANDARD 1 Creating: Conceptualizing and generating ideas.

ANCHOR STANDARD 2 Creating: Organizing and developing ideas.

ANCHOR STANDARD 3 Creating: Refining and completing products.

ANCHOR STANDARD 4 Performing/Presenting/Producing: Developing and refining techniques and models or steps needed to create products.

ANCHOR STANDARD 5 Performing/Presenting/Producing: Selecting, analyzing and interpreting work.

ANCHOR STANDARD 6 Performing/Presenting/Producing: Conveying meaning through art.

ANCHOR STANDARD 7 Responding: Perceiving and analyzing products.

ANCHOR STANDARD 8 Responding: Applying criteria to evaluate products.

ANCHOR STANDARD 9 Responding: Interpreting intent and meaning.

ANCHOR STANDARD 10 Connecting: Synthesizing and relating knowledge and personal experiences to create products.

ANCHOR STANDARD 11 Connecting: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX II

New Jersey Student Learning Standards For English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX III

New Jersey Student Learning Standards For Mathematical Practice

SMP1 - Make sense of problems and persevere in solving them.

SMP2 – Reason abstractly and quantitatively.

SMP4 - Model with mathematics.

SMP5 - Use appropriate tools strategically.

SMP6 - Attend to precision.

SMP7 - Look for and make use of structure.

SMP8 - Look for and express regularity in repeated reasoning.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX IV

New Jersey Student Learning Standards For Science / Next Generation Science Standards: Science And Engineering Practices

P1: Asking Questions and Defining Problems
P2: Developing and Using Models
P3: Planning and Carrying Out Investigations
P4: Analyzing and Interpreting Data
P5: Using Mathematics and Computational Thinking
P6: Constructing Explanations and Designing Solutions
P7: Engaging in Argument from Evidence
P8: Obtaining, Evaluating, and Communicating Information

The entire standards document may be viewed at https://ngss.nsta.org/PracticesFull.aspx

APPENDIX V

New Jersey Student Learning Standards For Comprehensive Health And Physical Education

STANDARD 2.2: (Integrated Skills) all students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

STANDARD 2.5: (Motor Skill Development) all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX VI

New Jersey Student Learning Standards For Social Studies

STANDARD 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX VII

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at
https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf

APPENDIX VIII

New Jersey Student Learning Standards For World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX IX

New Jersey Student Learning Standards For Educational Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX X

New Jersey Student Learning Standards For 21st Century Life And Careers

NJSLS Career Ready Practices: These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX XI

New Jersey Competencies For Social And Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at https://www.state.nj.us/education/students/safety/sandp/sel/.

APPENDIX XII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time

Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)

MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words

Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank

String Orchestra 1416
Second Reading 8/31/2021

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student; speak to the student, etc.)

TEST/QUIZZES/TIME

Give prior notice of test

Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses

String Orchestra 1416
Second Reading 8/31/2021

Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem

String Orchestra 1416
Second Reading 8/31/2021

Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan

CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

String Orchestra 1416
Second Reading 8/31/2021

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

WRITING AND ARRANGING I - 1761

Schools...............................Westfield High School
Department................. Visual and Performing Arts
Length of Course .... One Year
Credit 5.0
Grade Level.. 9 - 12
Prerequisite ....None
Date...

I. RATIONALE, DESCRIPTION AND PURPOSE

Writing and Arranging I is a music theory introductory course that provides an appreciation for and application of the basic skills of musical analysis, dictation, notation, composition, music history, musical forms and styles.

The course enables students to make informed critical and aesthetic judgments, create music, and understand the historical and cultural influences of music. While engaged in course work, the students develop a detailed understanding of music fundamentals through an integrated program of analysis, listening, ear-training, composition, and arranging music. Students learn to identify and utilize basic elements such as notation rhythmic patterns, scales, keys, intervals, chord progressions, and musical form.

The goal of Writing and Arranging I is to develop artistically informed students, capable of creating, notating, analyzing, and producing basic music compositions.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Languages, Technology, 21st Century Life and Careers, and Social and Emotional Learning Competencies. They are developed sequentially through the course. Students:

A. Demonstrate an understanding of the notation of pitch and rhythm
   NJ Student Learning Standards for Visual and Performing Arts 1.3B.12acc.Pr4-6
   NJ Student Learning Standards for Mathematical Practices SMP2, SMP7, SMP8

B. Apply fundamental techniques in notating rhythm and pitch
   NJ Student Learning Standards for Visual and Performing Arts 1.3B.12acc.Pr4-6
   NJ Student Learning Standards for Mathematical Practices SMP2, SMP5, SMP7, SMP8

C. Identify intervals, chords, major and minor scales, melody and harmony both visually and aurally
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12acc.Pr4-6
NJ Student Learning Standards for Mathematical Practices SMP2, SMP5, SMP7, SMP8

D. Recognize aural and visual fundamental triads and chord progressions
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12acc.Pr4-6
NJ Student Learning Standards for Mathematical Practices SMP2, SMP5, SMP7, SMP8

E. Utilize fundamental terminology as it applies to tempo, articulation, expression and form
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12acc.Pr4-6
NJ Student Learning Standards for English Language Arts CCR.R.2
NJ Student Learning Standards for World Languages 7.1

F. Evaluate/critique musical forms and compositional techniques of the present and the past
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12adv.Pr4-6
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for English Language Arts CCR..SL.1,2
NJ Student Learning Standards for 21st-Century Life and Careers CRP8
NJ Competencies for Social and Emotional Learning
  Self-Awareness: Recognize one's personal traits, strengths and limitations
  Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
  Social-Awareness: Demonstrate an understanding of the need for mutual respect when viewpoints differ
  Responsible Decision-Making: Develop, implement, and model effective problem-solving and critical thinking skills
  Relationship Skills: Utilize positive communication and social skills to interact effectively with others

G. Demonstrate an understanding of fundamental compositional elements including melody, harmony, accompaniment and countermelody
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12acc.Cr1-3
NJ Student Learning Standards for Mathematical Practices SMP2, SMP5, SMP7, SMP8

H. Demonstrate an understanding of basic compositional forms such as phrase, binary and ternary
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12acc.Cr1-3
NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4

I. Create original harmonized melodies utilizing basic compositional forms
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12acc.Cr1-3
NJ Student Learning Standards for Mathematical Practices SMP2, SMP5, SMP7, SMP8
NJ Competencies for Social and Emotional Learning
  Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

J. Identify historical periods in relationship to music compositions and styles
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12acc.Pr4-6
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for World Languages 7.1
NJ Student Learning Standards for Educational Technology 8.1
NJ Competencies for Social and Emotional Learning
  Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds

K. Produce music and scores using a variety of technological platforms and music notation software.
NJ Student Learning Standards for Visual and Performing Arts 1.3E.12acc.Cr1-3
NJ Student Learning Standards for Educational Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers CRP8

III. **CONTENT, SCOPE AND SEQUENCE**

The Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a strong commitment to integrating students of various backgrounds and interests into the total music program. Teacher knowledge of cognitive styles and levels enable students to be provided with challenging work based on individual readiness levels and learning styles.

Students in Writing and Arranging I study:

A. Notation of pitch and rhythm (suggested pacing 1-2 weeks)
1. Note names on the staff
2. Treble and Bass Clefs
3. Notation symbols
4. Time signatures (2/4,3/4,4/4,6/8,2/2)

B. Notating rhythm and pitch (suggested pacing 2-3 weeks)
1. Lines and ledger lines on the treble and bass staffs
2. Correct way to place notes and rests on the lines and spaces of the staff
3. Placing measures and adding the time signature

C. Construction of major and minor scales (suggested pacing 2-3 weeks)
1. Patterns that determine what constitutes a major and a minor scale
2. Determination of sharps and flats related to the given pattern
3. Placing the scales on manuscript paper
4. Playing the scales on the keyboard

D. Construction of intervals and chords (suggested pacing 4-6 weeks)
1. Distance between notes
2. Determination of major/minor/perfect intervals according to scale patterns
3. Placing intervals melodically and harmonically and listening to identify them
4. Writing intervals melodically and harmonically to read them

E. Composition of a Melody (suggested pacing 4-6 weeks)
1. Determining a key and time signature
2. Four to eight measure melodies
3. Beginning on the root of the scale and ending on the root
4. Beginning on the fifth of the scale and ending on the root

F. Progressions of triads and chords (suggested pacing 1-2 weeks)
1. Using the root, third and fifth to form a triad
2. Inverting the chord
3. Using the I, IV, V, I progression
4. Adding harmonization to a melody

G. Terminology as it applies to tempo, articulation, expression and form. This includes but is not limited to: (suggested pacing 1-2 weeks)
   1. Universal language to describe the speed and volume of music
   2. Staccato, accents added to notation
   3. Crescendo and Decrescendo markings
   4. Repeat marks
   5. Da Capo and Dal Segno markings
   6. Phrase markings
   7. Ties

H. Compositional elements including melody, harmony, accompaniment and countermelody (suggested pacing 4-6 weeks)
   1. Listening to masterwork compositions
   2. Analyzing the components by viewing the score

I. Composition of musical forms: (suggested pacing 1-2 weeks)
   1. Phrase
   2. Binary
   3. Ternary

J. Composition of basic musical structures (suggested pacing 2-3 weeks)
   1. Writing a motif
   2. Writing 8 measure harmonized melodies
   3. Writing 16 measure harmonized melodies
   4. Writing for solo instrument with accompaniment

K. Periods of history and their relationship to music composition (suggested pacing 1-2 weeks)
   1. Medieval and Renaissance
   2. Baroque
   3. Classical
   4. Romantic
   5. Impressionistic
   6. Modern
   7. Jazz
   8. Folk
   9. Popular

IV. <u>INSTRUCTIONAL TECHNIQUES</u>

The instructor uses any or all of the following methods and techniques to best accomplish the course objectives thus allowing flexibility for students to be provided with challenging work based on readiness level and learning style. The needs of diverse learners are met through the following:

A. Presentation of music concepts through:
   1. Visual and aural examples
   2. Relevant exercises
   3. Demonstration
   4. Lecture
   5. Critique
   6. Individual and collaborative compositions

B. Reinforcement of writing concepts through:
   1. Interval exercises
   2. Transposition drills
   3. Articulation and rhythm exercises

C. Analysis and discussions of writing nuances through:
   1. Recordings
   2. Comparison
   3. Self-assessment

D. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. **EVALUATION**

Evaluation of student achievement is based on the following methods:

A. Transcription and arrangement project(s)

B. Large scale composition project(s)

C. Original written manuscripts

D. Melodic and rhythmic dictation

E. Sight-Singing using movable do syllables

F. Performance of original compositions and arrangements

G. Use of Digital Audio Workstations (DAW) and other music technology platforms

VI. **PROFESSIONAL DEVELOPMENT**

Opportunities are provided that appropriately support this curriculum including:

A. Access to in-house, in-service or professional training in the content area

B. Access to books and professional journals to enhance development

C. Time to confer with other department members to coordinate curriculum ideas and develop units of study

D. Professional conferences, workshops and college courses that enhance specific instructional skills and strategies

E. Private study with an individual artist or studio to further develop skills

APPENDIX I

New Jersey Student Learning Standards For Visual And Performing Arts

ANCHOR STANDARD 1 Creating: Conceptualizing and generating ideas.

ANCHOR STANDARD 2 Creating: Organizing and developing ideas.

ANCHOR STANDARD 3 Creating: Refining and completing products.

ANCHOR STANDARD 4 Performing/Presenting/Producing: Developing and refining techniques and models or steps needed to create products.

ANCHOR STANDARD 5 Performing/Presenting/Producing: Selecting, analyzing and interpreting work.

ANCHOR STANDARD 6 Performing/Presenting/Producing: Conveying meaning through art.

ANCHOR STANDARD 7 Responding: Perceiving and analyzing products.

ANCHOR STANDARD 8 Responding: Applying criteria to evaluate products.

ANCHOR STANDARD 9 Responding: Interpreting intent and meaning.

ANCHOR STANDARD 10 Connecting: Synthesizing and relating knowledge and personal experiences to create products.

ANCHOR STANDARD 11 Connecting: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX II

New Jersey Student Learning Standards For English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX III

New Jersey Student Learning Standards For Mathematical Practice

SMP1 - Make sense of problems and persevere in solving them.

SMP2 – Reason abstractly and quantitatively.

SMP4 - Model with mathematics.

SMP5 - Use appropriate tools strategically.

SMP6 - Attend to precision.

SMP7 - Look for and make use of structure.

SMP8 - Look for and express regularity in repeated reasoning.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX IV

New Jersey Student Learning Standards For Science / Next Generation Science Standards: Science And Engineering Practices

P1: Asking Questions and Defining Problems
P2: Developing and Using Models
P3: Planning and Carrying Out Investigations
P4: Analyzing and Interpreting Data
P5: Using Mathematics and Computational Thinking
P6: Constructing Explanations and Designing Solutions
P7: Engaging in Argument from Evidence
P8: Obtaining, Evaluating, and Communicating Information

The entire standards document may be viewed at https://ngss.nsta.org/PracticesFull.aspx

APPENDIX V

New Jersey Student Learning Standards For Comprehensive Health And Physical Education

STANDARD 2.2: (Integrated Skills) all students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

STANDARD 2.5: (Motor Skill Development) all students will utilize safe, efficient**,** and effective movement to develop and maintain a healthy, active lifestyle.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX VI

New Jersey Student Learning Standards For Social Studies

STANDARD 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX VII

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf

APPENDIX VIII

New Jersey Student Learning Standards For World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX IX

New Jersey Student Learning Standards For Educational Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX X

New Jersey Student Learning Standards For 21<u>st</u> Century Life And Careers

NJSLS Career Ready Practices: These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX XI

New Jersey Competencies For Social And Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at https://www.state.nj.us/education/students/safety/sandp/sel/.

APPENDIX XII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps

Writing and Arranging I
Second Reading   8/31/2021

Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT

Writing and Arranging I
Second Reading   8/31/2021

Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts

Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION

Writing and Arranging I
Second Reading   8/31/2021

Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student; speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing

Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
Standard Grades vs. Pass/Fail

Writing and Arranging I
Second Reading   8/31/2021

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
Pre K-K WIDA CAN DO Descriptors
Grades 1-2 WIDA CAN DO Descriptors
Grades 3-5 WIDA CAN DO Descriptors
Grades 6-8 WIDA CAN DO Descriptors
Grades 9-12 WIDA CAN DO Descriptors
SIOP COMPONENTS AND FEATURES
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students

COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
Use scaffolding techniques consistently throughout lesson
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills

LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements

Writing and Arranging I
Second Reading   8/31/2021

Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks

Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away

Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions

Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>

Compacting
Telescoping
Advanced Placement Courses
INSTRUCTION
Grouping
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

Westfield, New Jersey

Office of Instruction

Course of Study

WRITING AND ARRANGING II– 1763

Schools .... Westfield High School
Department .... Visual and Performing Arts
Length of Course .... One Year
Credit 5.0
Grade Level .... 10 - 12
Prerequisite .... Writing & Arranging I
Date Revised ....

I. RATIONALE, DESCRIPTION AND PURPOSE

Writing and Arranging II is a full year music theory course that follows the foundational work of Writing and Arranging I. It is an advanced course for the study of harmony, musical analysis, four-part writing, form, dictation, notation, composition and its techniques, music history and orchestration techniques.

Writing and Arranging II provides a structure for making informed critical and aesthetic judgments, creating music, and understanding the historical and cultural influences of music. It also provides an advanced understanding of music theory through an integrated program of analysis, listening, ear training, composition, and arranging music in a career setting. Students apply skills learned in Writing and Arranging I to identify rhythmic patterns, scales, keys, intervals, chord progressions, and musical forms.

The goal of Writing and Arranging II is to further develop artistically informed students who are capable of creating, notating, analyzing, and producing advanced musical compositions.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Languages, Technology, 21st Century Life and Careers, and Social and Emotional Learning Competencies. They are developed sequentially through the course.

Students:

A. Apply advanced rhythm and pitch notation
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12adv.Pr4-6
NJ Student Learning Standards for Mathematical Practices SMP2, SMP7, SMP8

B. Demonstrate advanced visual and aural identification of inversions of intervals and chords, modal scales, extended melodic and harmonic structures
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12adv.Pr4-6
NJ Student Learning Standards for Mathematical Practices SMP2, SMP5, SMP7, SMP8

C. Accurately notate and apply the foundational rules of four-part harmony in composition
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12adv.Pr4-6
NJ Student Learning Standards for Mathematical Practices SMP2, SMP5, SMP7, SMP8

D. Utilize advanced musical terminology as it applies to tempo, articulation, expression and form
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12adv.Pr4-6
NJ Student Learning Standards for English Language Arts CCR.R.2
NJ Student Learning Standards for World Languages 7.1

E. Apply advanced usage of secondary melodies, counterpoint and rhythm and non-tertian harmony in musical composition.
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12adv.Cr1-3
NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4

F. Evaluate/critique advanced musical forms and compositional techniques of the present and the past
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12adv.Pr4-6
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for English Language Arts CCR..SL.1,2
NJ Student Learning Standards for 21st-Century Life and Careers CRP8
NJ Competencies for Social and Emotional Learning
  Self-Awareness: Recognize one's personal traits, strengths and limitations
  Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
  Social-Awareness: Demonstrate an understanding of the need for mutual respect when viewpoints differ
  Responsible Decision-Making: Develop, implement, and model effective problem-solving and critical thinking skills
  Relationship Skills: Utilize positive communication and social skills to interact effectively with others

G. Refine and expand knowledge of musical forms such as extended binary, ternary song form and rondo
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12adv.Cr1-3
NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4

H. Create original genre compositions and apply foundational techniques of orchestration
NJ Student Learning Standards for Visual and Performing Arts 1.3B.12adv.Cr1-3
NJ Student Learning Standards for Mathematical Practices SMP2, SMP5, SMP7, SMP8
NJ Competencies for Social and Emotional Learning
  Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

I. Prepare scores and parts for vocal and instrumental compositions using both manuscript and music notation programs
NJ Student Learning Standards for Visual and Performing Arts 1.3E.12adv.Cr1-3
NJ Student Learning Standards for Educational Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers CRP8

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

The Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a strong commitment to integrating students of various backgrounds and interests into the total music program. Teacher knowledge of cognitive styles and levels enable students to be provided with challenging work based on individual readiness levels and learning styles.

Students in Writing and Arranging II study:

A. Harmony in Common Practice (suggested pacing 10-12 weeks)
  1. Advanced notation of rhythm and pitch
     a. Subdivisions
     b. Triplets and compound meters
     c. Ledger lines and transpositions
  2. Advanced visual and aural identification of modal scales, extended melodic and harmonic structures
     a. Basic modes
     b. Developmental techniques
     c. Cadential structures
  3. Compositional technique of Four-Part Harmony
     a. Primary triads in root position
     b. Cadences
     c. Roots a fourth and fifth apart
     d. Roots a second apart
     e. Voice leading
     f. Primary triads in combination
     g. The function of primary triads
  4. Utilization of inversions of the primary triads
     a. Chord symbolization
     b. Primary triads in first inversion
     c. Primary triads in second inversion
     d. The 6/4 chord
  5. Application of secondary triads
     a. Chord relationships
     b. The sixth and seventh degrees in minor

B. Harmonization of melodies (suggested pacing 1-2 weeks)
  1. Passing tones, neighboring tones, changing tones, appoggiaturas, escape tones
  2. Anticipations
  3. Suspensions

C. Compositional uses of chord progressions (suggested pacing 6-8 weeks)
   1. Diatonic seventh chords
   2. Figured bass symbols for seventh chords
   3. The seventh chord in four-part writing
   4. The function of diatonic seventh chords
   5. Secondary dominants
   6. Secondary diminished seventh chords
   7. Augmented sixth chords
   8. The Neapolitan
   9. Modulation

D. Application of musical terminology (suggested pacing 1-2 weeks)
   1. Italian terminology
   2. Terminology regarding form and compositional techniques

E. Forms and compositional techniques of historical eras (suggested pacing 2-3 weeks)
   1. Baroque
   2. Classical
   3. Romantic
   4. Twentieth Century
   5. Twenty-first Century

F. Construction and analysis of standard musical forms (suggested pacing 6-8 weeks)
   1. Phrase, contrasting and parallel periods
   2. Binary and ternary
   3. 32-bar song form
   4. Theme and Variation
   5. Rondo

G. Composition of genre compositions and foundational techniques of orchestration (suggested pacing 2-3 weeks)
   1. Short compositions such as fanfares, chorales, marches, etc.
   2. Orchestration

H. Technique of score and part preparation (suggested pacing 1-2 weeks)
   1. Instruments and their ranges
   2. Voicing
   3. Score set-up
   4. Generation of parts

IV. INSTRUCTIONAL TECHNIQUES

The instructor uses any or all of the following methods and techniques to best accomplish the course objectives thus allowing flexibility for students to be provided with challenging work based on his readiness level and learning style. The needs of diverse learners are met through the following:

A. Presentation of music concepts through:
   1. Visual examples
   2. Aural perception exercises
   3. Demonstration
   4. Lecture
   5. Critique

B. Reinforcement of writing concepts through:
   1. Interval exercises
   2. Transposition drills (key signatures)
   3. Articulation exercises
   4. Rhythm exercises
   5. Score writing

C. Analysis and discussions of writing nuances through:
   1. Parallel perfects
   2. Figured bass
   3. Voice leading
   4. Range of instruments and/or voices
   5. Technical aptitude

D. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Students are evaluated by the following methods:

A. Transcription and arrangement project(s)

B. Large scale composition project(s)

C. Original written manuscripts

D. Melodic and rhythmic dictation

E. Sight-Singing using movable do syllables

F. Performance of original compositions and arrangements

G. Use of Digital Audio Workstations (DAW) and other music technology platforms

VI. <u>PROFESSIONAL DEVELOPMENT</u>

Opportunities are provided that appropriately support this curriculum including:

A. Access to in-house, in-service or professional training in the content area

B. Access to books and professional journals to enhance development

C. Time to confer with other department members to coordinate curriculum ideas and develop units of study

D. Professional conferences, workshops and college courses that enhance specific instructional skills and strategies

E. Private study with an individual artist or studio to further develop skills

APPENDIX I

<u>New Jersey Student Learning Standards For Visual And Performing Arts</u>

ANCHOR STANDARD 1 Creating: Conceptualizing and generating ideas.

ANCHOR STANDARD 2 Creating: Organizing and developing ideas.

ANCHOR STANDARD 3 Creating: Refining and completing products.

ANCHOR STANDARD 4 Performing/Presenting/Producing: Developing and refining techniques and models or steps needed to create products.

ANCHOR STANDARD 5 Performing/Presenting/Producing: Selecting, analyzing and interpreting work.

ANCHOR STANDARD 6 Performing/Presenting/Producing: Conveying meaning through art.

ANCHOR STANDARD 7 Responding: Perceiving and analyzing products.

ANCHOR STANDARD 8 Responding: Applying criteria to evaluate products.

ANCHOR STANDARD 9 Responding: Interpreting intent and meaning.

ANCHOR STANDARD 10 Connecting: Synthesizing and relating knowledge and personal experiences to create products.

ANCHOR STANDARD 11 Connecting: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX II

<u>New Jersey Student Learning Standards For English Language Arts</u>

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX III

New Jersey Student Learning Standards For Mathematical Practice

SMP1 - Make sense of problems and persevere in solving them.

SMP2 – Reason abstractly and quantitatively.

SMP4 - Model with mathematics.

SMP5 - Use appropriate tools strategically.

SMP6 - Attend to precision.

SMP7 - Look for and make use of structure.

SMP8 - Look for and express regularity in repeated reasoning.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX IV

New Jersey Student Learning Standards For Science / Next Generation Science Standards: Science And Engineering Practices

P1: Asking Questions and Defining Problems
P2: Developing and Using Models
P3: Planning and Carrying Out Investigations
P4: Analyzing and Interpreting Data
P5: Using Mathematics and Computational Thinking
P6: Constructing Explanations and Designing Solutions
P7: Engaging in Argument from Evidence
P8: Obtaining, Evaluating, and Communicating Information

The entire standards document may be viewed at https://ngss.nsta.org/PracticesFull.aspx

APPENDIX V

<u>New Jersey Student Learning Standards For Comprehensive Health And Physical Education</u>

STANDARD 2.2: (Integrated Skills) all students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

STANDARD 2.5: (Motor Skill Development) all students will utilize safe, efficient**,** and effective movement to develop and maintain a healthy, active lifestyle.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX VI

<u>New Jersey Student Learning Standards For Social Studies</u>

STANDARD 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX VII

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf

APPENDIX VIII

New Jersey Student Learning Standards For World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX IX

New Jersey Student Learning Standards For Educational Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX X

New Jersey Student Learning Standards For 21st Century Life And Careers

NJSLS Career Ready Practices: These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX XI

New Jersey Competencies For Social And Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at https://www.state.nj.us/education/students/safety/sandp/sel/.

APPENDIX XII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Writing & Arranging II
Second Reading   8/31/2021

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Writing & Arranging II
Second Reading   8/31/2021

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Writing & Arranging II
Second Reading   8/31/2021

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student; speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Writing & Arranging II
Second Reading   8/31/2021

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Writing & Arranging II
Second Reading   8/31/2021

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
Use scaffolding techniques consistently throughout lesson
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level

Writing & Arranging II
Second Reading   8/31/2021

REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board

Writing & Arranging II
Second Reading   8/31/2021

Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework

Writing & Arranging II
Second Reading   8/31/2021

Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents

Writing & Arranging II
Second Reading   8/31/2021

Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms

Writing & Arranging II
Second Reading   8/31/2021

Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
Acceleration
Compacting
Telescoping
Advanced Placement Courses
INSTRUCTION
Grouping

Writing & Arranging II
Second Reading   8/31/2021

Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

Writing & Arranging II
Second Reading   8/31/2021