

**WESTFIELD PUBLIC SCHOOLS**

Westfield, New Jersey

*Office of Instruction*

Course of Study

**6th & 7th GRADE STRING ORCHESTRA**

School ..... Intermediate School  
Department..... Visual & Performing Arts  
Length of Course..... Full Year (4 days per week)  
Grade Level..... 6<sup>th</sup> & 7<sup>th</sup>  
Prerequisite ..... Teacher recommendation and assessment  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

Sixth- and seventh-grade String Orchestra are full year courses designed to provide students with a continuation of musical skills developed in their primary schools. Most sixth- and seventh-grade students take a music course, Chorus, Band or String Orchestra. Students may enter this course at the seventh-grade level, even if the prior year’s class was not in the same discipline.

Students are assessed in the spring of their fifth-grade year to determine placement in the sixth-grade strings program. Sixth-grade string students reach a proficiency level on their instruments equivalent to playing at a Beginner Grade. String literature continues at a Beginner Grade and Grade I level, gradually moving up to a I ½ level by the second semester. The students continue developing technical skills applicable to their respective instruments, violin, viola, cello, or bass.

In seventh-grade, all string students are expected to demonstrate a proficiency level on their instruments equivalent to playing at a Grade I ½ regardless of whether or not they were in the sixth grade strings program, are transferring from another discipline, or are new to the district. Seventh-grade students play at a Grade II repertoire, reinforcing the technical and musical skills acquired in the sixth-grade program.

In addition to developing the necessary skills associated with playing and performing traditional stringed instruments, the study of music theory and humanities exposes students to the diverse and rich cultures of our world, both past and present, giving a better understanding of how different styles and genres of music developed.

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 materials, student learning styles and skill levels enable the flexibility for each student to be provided with challenging work. Knowledge of cognitive styles and readiness levels provides for flexibility in expectations. Varied repertoire allows our diverse students to be consistently challenged.

## II. OBJECTIVES

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

Students:

- A. Generate further interest, understanding, and enjoyment of orchestral music by acquiring a basic knowledge of theory, such as: following a melodic line as it travels between sections during rehearsal; recognizing, performing, and memorizing rhythmic patterns and scales, as well as interpreting grade appropriate literature employing previously mentioned skills

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Pr4-6*

*NJ Student Learning Standards for English Language Arts A.R4, A.SL.1, A.SL.2*

*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 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 feelings and thoughts*

- B. Demonstrate assigned literature, scales, and technical exercises with greater understanding of tone quality, ensemble blending, articulation, and rhythmic accuracy while discovering new skills that relate to the individual learning of assigned repertoire

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Pr4-6*

*NJ Student Learning Standards for English Language Arts A.R1, A.R4, A.SL.1, A.SL.2*

*NJ Student Learning Standards for Mathematical Practice SMP2, SMP4, SMP7, SMP8*

*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21st-Century Life and Careers CRP8*

- C. Schedule and employ a weekly individual practice plan based on increasingly challenging repertoire

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Re7-9*

*NJ Student Learning Standards for English Language Arts A.R4, A.SL.1, A.SL.2*

*NJ Student Learning Standards for Mathematical Practice SMP2, SMP4, SMP7, SMP8*

*NJ Student Learning Standards for Physical Education 2.2, 2.5*

*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*

*NJ Student Learning Standards for Social Studies 6.3*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21st-Century Life and Careers CRP2*

*NJ Competencies for Social and Emotional Learning*

*Self-Management: recognize the skills needed to establish and achieve personal and education goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*

- D. Demonstrate knowledge of musical elements in small and large group settings through verbal, written, and performed responses

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Pr4-6*

*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*

*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP6, SMP7, SMP8*

*NJ Student Learning Standards for Physical Education 2.2, 2.5*

*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*

*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 CRP4*

- E. Develop an understanding of the styles, genres, and composers of music from various periods while discovering the historical, social, and cultural influences of the various periods and composers of music

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Cn10-11*  
*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*  
*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP6, SMP7, SMP8*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*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 CRP8*

- F. Develop and describe the multi-sensory skills necessary to perform in both individual and ensemble environments

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Re7-9*  
*NJ Student Learning Standards for English Language Arts A.R4, A.SL.1, A.SL.2*  
*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP6, SMP7, SMP8*  
*NJ Student Learning Standards for Physical Education 2.2, 2.5*  
*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 Technology 8.1*  
*NJ Student Learning Standards for 21st-Century Life and Careers CRP2, CRP4*

- G. Explore and perform a variety of repertoire relating to various cultures (e.g. American, European, African, Latin American, Asian, etc.) and examine the musical nuances and characteristics that allow us to differentiate between various cultures

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Pr4-6*  
*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*  
*NJ Student Learning Standards for Physical Education 2.2, 2.5*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*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*  
*Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds*

- H. Recall, describe, and summarize musical performances through group discussion, technological assessment, and written assessment

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Re7-9*  
*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*  
*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP6, SMP7, SMP8*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*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 CRP4*

- I. Demonstrate skills and understanding of elements of music through basic improvisation and composition. Conceive, organize, and develop artistic ideas and complete artistic work.

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.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. CONTENT, SCOPE, AND SEQUENCE**

The sixth and seventh-grade courses expand upon the conceptual and technical skills knowledge developed in the previous grades and provides each student with an advanced knowledge necessary to read, understand, and interpret musical symbols and terms. With appropriately challenging music, scales, rhythmic exercises, and ear training, students improve musical knowledge in the following areas:

#### **SIXTH GRADE**

##### **A. Technical Skills (suggested time 12 weeks)**

1. Intonation
  - a. Maintain pitch control and adjust finger placement to distinguish proper pitch
  - b. Demonstrate finger placement in accordance with key signature and accidentals
2. Posture
  - a. Demonstrate correct body and instrument position
  - b. Implement tools and equipment to further support posture
3. Care and maintenance of instruments and accessories

##### **B. Scales, Articulation, and Bowings (suggested time 12 weeks)**

1. Play the following Major scales in ascending and descending order

Violin	Viola	Cello	Bass
C 1 octave	C 2 octaves	C 2 octaves	C 1 octave
G 2 octaves	G 1 octave	G 1 octave	G 1 octave
D 1 octave	D 2 octaves	D 2 octaves	D 1 octave
A 2 octaves	A 1 octave	A 1 octave	A 1 octave
F 1 octave	F 1 octave	F 1 octave	F 1 octave

2. Apply the following bowings:
  - a. Up bow, Down bow, Whole bow, Legato, Pizzicato, Staccato, Marcato, Hooked, Tenuto, Col Legno, Spiccato, Breath marks
3. Understand and apply the following note and rest values:
  - a. Quarter, Half, Whole, Eighth, Sixteenth, Dotted Quarter, Dotted Half
4. Understand, apply, and count in following Time Signatures:
  - a. 4/4, 3/4, 2/4
5. Describe and distinguish all finger placements in 1st position (Bass- include 3rd position)

- C. Theory and humanities (suggested time 12 weeks)
1. Recognize required Major scales and their key signatures
  2. Recognize and apply the following terms and symbols:

Sharp	// Grand Pause
Flat	: :   Repeat Signs
Natural	1 <sup>st</sup> and 2 <sup>nd</sup> Endings
Da Capo	Coda
Del Segno	Accent
Slur	Tie
Pick-up notes	Harmony

3. Recognize and apply the following Dynamic Signs:

piano	crescendo
forte	decrescendo
mezzo-piano	forte-piano
mezzo-forte	subito forte
pianissimo	subito piano
fortissimo	sforzando

4. Recognize and apply the following Tempo Markings:

Allegro	Moderato
Andante	Ritardando
Adagio	Fermata
Largo	Accelerando

5. Become familiar with composers from varying eras, specifically the Baroque, Classical, and Romantic eras, and the influences they experienced, both culturally and socially.
6. Sight-read at a Beginner level.

## **SEVENTH GRADE**

- A. Technical Skills (suggested time 12 weeks)

1. Intonation
  - a. Maintain pitch control and adjust finger placement to distinguish proper pitch
  - b. Demonstrate finger placement in accordance with key signature and accidentals
2. Posture
  - a. Demonstrate correct body and instrument position
  - b. Implement tools and equipment to further support posture
3. Care and maintenance of instruments and accessories

B. Scales, Articulation, and Bowings (suggested time 12 weeks)

1. Play the following Major scales in ascending and descending order

Violin	Viola	Cello	Bass
C 1 octave	C 2 octaves	C 2 octaves	C 1 octave
G 2 octaves	G 1 octave	G 1 octave	G 1 octave
D 1 octave	D 2 octaves	D 2 octaves	D 1 octave
A 2 octaves	A 1 octave	A 1 octave	A 1 octave
E 1 octave	E 2 octaves	E 1 octave	E 1 octave
B 2 octaves	B 1 octave	B 1 octave	B 1 octave
F 1 octave	F 1 octave	F 1 octave	F 1 octave
B $\flat$ 2 octaves	B $\flat$ 1 octave	B $\flat$ 1 octave	B $\flat$ 1 octave

2. Apply the following bowings:
  - a. Up bow, Down bow, Whole bow, Legato, Pizzicato, Staccato, Marcato, Hooked, Tenuto, Col Legno, Spiccato, Breath marks, Tremelo
3. Understand and apply the following note and rest values:
  - a. Quarter, Half, Whole, Eighth, Sixteenth, Dotted Quarter, Dotted Half, Dotted Eighth, and Triplets
4. Understand, apply, and count in following Time Signatures:
  - a. 4/4, 3/4, 2/4, 2/2, 6/8
5. Describe and distinguish all finger placements: Violin and Viola 1st and 3rd positions; Cello 1st and 3rd position; Bass 1st, 2nd, and 3rd position

C. Theory and Humanities (suggested time 12 weeks)

1. Recognize required Major scales and their key signatures
2. Recognize and apply the following terms and symbols:

Sharp	// Grand Pause
Flat	: :   Repeat Signs
Natural	1 <sup>st</sup> and 2 <sup>nd</sup> Endings
Da Cappo	Coda
Del Segno	Accent
Slur	Tie
Pick-up notes	Harmony
Grace note	Trill
Enharmonic	Solo/Soli
Tutti	Duet

3. Recognize and apply the following Dynamic Signs:

piano	crescendo
forte	decrescendo
mezzo-piano	forte-piano
mezzo-forte	subito forte
pianissimo	subito piano
fortissimo	sforzando

4. Recognize and apply the following Tempo Markings:

Allegro	Moderato
Andante	Ritardando
Adagio	Fermata
Largo	Accelerando
Maestoso	Allegretto
Andantino	Poco a poco

5. Become familiar with composers from varying eras, specifically the Romantic and Modern eras, and the influences they experienced, both culturally and socially
6. Sight-read at a Grade I level.

#### **IV. INSTRUCTIONAL TECHNIQUES**

The instructor uses any or all of the following methods and techniques to 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. Listening exercises
  2. Visual examples
  3. Demonstration
  4. Lecture and note-taking
  5. Performance and critique of fellow ensembles
  6. Instructional Technology
- B. Reinforcement of instrumental concepts through:
  1. Select sections of pieces being studied
  2. Articulation exercises
  3. Fingering and bowing exercises using scales
  4. Rhythmic exercises
  5. Modeling
  6. Sectional rehearsals

- C. 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 is based on:

- A. Teacher observation of:
  - 1. Student participation and performance in class and rehearsals
  - 2. Successful identification of musical concepts
  - 3. Student understanding of specified time periods and styles of music
- B. Tests and quizzes, both written and performed, and using instructional technologies
- C. Performance at school concerts

## **VI. PROFESSIONAL DEVELOPMENT**

Opportunities will be 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



## 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<sup>st</sup> 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
<b>ENVIRONMENT</b>
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)
<b>MATERIAL/BOOKS/EQUIPMENT</b>
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
<b>INSTRUCTIONAL STRATEGIES</b>
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
<b>ORGANIZATION</b>
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.)
<b>TEST/QUIZZES/TIME</b>
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
<b>ENGLISH LANGUAGE LEARNERS</b>
<b>GRADING</b>
<u>Standard Grades vs. Pass/Fail</u>
<b>CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT</b>
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>

## **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)
<b>SOCIAL/EMOTIONAL</b>
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
<b>ATTENTION/FOCUS</b>
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
<b><u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u></b>
Attendance plan
<b>GIFTED AND TALENTED STUDENTS</b>
<b>CURRICULUM</b>
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
<b>INSTRUCTION</b>
<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

## **8<sup>th</sup> GRADE STRING ORCHESTRA**

School ..... Intermediate School  
Department..... Visual and Performing Arts  
Length of Course..... Full Year (5 days per week)  
Grade Level..... 8<sup>th</sup>  
Prerequisite ..... Teacher recommendation and assessment  
Date .....

### **I. RATIONALE, DESCRIPTION AND PURPOSE**

Eighth-Grade String Orchestra is a full year elective course that offers the student a richer string experience expanding on previous music knowledge gained in the sixth- and seventh-grade. The instructional presentations within this course encourage students to work with their peers. Individual confidence is continually reinforced by seeking logical conclusions to rehearsal nuances. In addition, it demonstrates the effectiveness of working cooperatively toward a common goal, a concept essential for a successful ensemble situation.

Through the nature of this aural art form, the students' musical progress is constantly monitored in rehearsal and the evaluation culminates in the final performance. As the course progresses, it is expected that the students develop patience, persistence, and collaborative skills.

Prior instrumental music experience is required. All students must demonstrate a proficiency level on their instruments conducive to playing at a level of Grade II to Grade III music regardless of whether or not they were in the seventh grade string program, are transferring from another discipline, or are new to the district. Skills and fundamentals developed through eighth-grade will provide the foundation to continue at the high school level. String literature will continue at a Grade III-III ½ level.

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 materials, student learning styles and skill levels enable the flexibility for each student to be provided with challenging work. Knowledge of cognitive styles and readiness levels provides for flexibility in expectations. Varied repertoire allows our diverse students to be consistently challenged.

### **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, and 21<sup>st</sup> Century Life and Careers. They are developed sequentially throughout the course.

Students:

- A. Demonstrate and develop the use of the following advanced concepts of music theory: recognize melodic and harmonic lines throughout the ensemble; differentiate and perform more intricate rhythmic patterns; identify scale and arpeggio segments within a piece; explain and describe the appropriate use and interpretation of musical terminology

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Pr4-6*

*NJ Student Learning Standards for English Language Arts A.R.4, A.SL.1, A.SL.2*

*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*

*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 CRP8*

- B. Utilizing prior knowledge, prepare and execute assigned repertoire with greater understanding of tone quality, ensemble blending, articulation, and rhythmic accuracy during rehearsals and performances that will support the ultimate outcome of the group

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Pr4-6*

*NJ Student Learning Standards for English Language Arts A.R.1, A.R.4, A.SL.1, A.SL.2*

*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP7, SMP8*

*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21st-Century Life and Careers 9.1*

*NJ Competencies for Social and Emotional Learning*

*Self-Awareness: recognize one's feelings and thoughts*

- C. Individually prepare a practice plan for more advanced repertoire to help generate one's own interpretation of assigned literature

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Re7-9*

*NJ Student Learning Standards English Language Arts A.R.4, A.SL.1, A.SL.2*

*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP7, SMP8*

*NJ Student Learning Standards for Physical Education 2.2, 2.5*

*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*

*NJ Student Learning Standards for Social Studies 6.3*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21st-Century Life and Careers 9.1*

*NJ Competencies for Social and Emotional Learning*

*Self-Management: recognize the skills needed to establish and achieve personal and education goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals*

- D. Formulate interpretation of repertoire by utilizing knowledge of musical elements in large group settings through group discussion and collaborative decision making within sections

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Pr4-6*

*NJ Student Learning Standards for English Language Arts A.R.1, A.R.4, A.SL.1, A.SL.2*

*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP6, SMP7, SMP8*

*NJ Student Learning Standards for Physical Education 2.2, 2.5*

*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*

*NJ Student Learning Standards for Social Studies 6.2, 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 9.1*

*NJ Competencies for Social and Emotional Learning*

*Self-Awareness: recognize one's personal traits, strengths and limitations*

*Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings*

*Relationship Skills: identify who, when, where or how to seek help for oneself or others when needed*

- E. Differentiate between different styles and genres of music and identify composers of music from various periods while discovering the cultural and personal influences that affected their music

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Cn10-11*  
*NJ Student Learning Standards for English Language Arts A.R.1, A.R.4, A.SL.1, A.SL.2*  
*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP6, SMP7, SMP8*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*NJ Student Learning Standards for Social Studies 6.2, 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 9.1*

- F. Refine ensemble skills such as: following a conductor, adjusting dynamic level and bow control to fit within the group, understand and apply interpretive markings, and perform with confidence and stage presence in both individual and ensemble settings

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Re7-9*  
*NJ Student Learning Standards for English Language Arts A.R.4, A.SL.1, A.SL.2*  
*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP6, SMP7, SMP8*  
*NJ Student Learning Standards for Physical Education 2.2, 2.5*  
*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 Technology 8.1*  
*NJ Student Learning Standards for 21st-Century Life and Careers 9.1*  
*NJ Competencies for Social and Emotional Learning*  
*Self-Awareness: recognize the importance of self-confidence in handling daily tasks and challenges*

- G. Explore and perform a variety of repertoire relating to various cultures (e.g. American, European, African, Latin American, Asian, etc.) and compare and contrast the musical idiosyncrasies associated with diverse cultures

*NJ Student Learning for Visual and Performing Arts 1.3C.12int.Pr4-6*  
*NJ Student Learning Standards for English Language Arts A.R.1, A.R.4, A.SL.1 A.SL.2*  
*NJ Student Learning Standards for Physical Education 2.2, 2.5*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*NJ Student Learning Standards for Social Studies 6.2, 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 9.1*  
*NJ Competencies for Social and Emotional Learning*  
*Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds*

- H. Justify artistic value through critical analysis of performances through group discussion, technological/written assessment, and self-assessment

*NJ Student Learning for Visual and Performing Arts 1.3C.12int.Re7-9*  
*NJ Student Learning Standards for English Language Arts A.R.1, A.R.4, A.SL.1 A.SL.2*  
*NJ Student Learning Standards for Mathematical Practices SMP2, SMP4, SMP6, SMP7, SMP8*  
*NJ Student Learning Standards for Physical Education 2.2, 2.5*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*NJ Student Learning Standards for Social Studies 6.2, 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 9.1*  
*NJ Competencies for Social and Emotional Learning*  
*Self-Awareness: recognize one's personal traits, strengths and limitations*



- I. Demonstrate skills and understanding of elements of music through basic improvisation and composition. Conceive, organize, and develop artistic ideas and complete artistic work.

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.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. CONTENT, SCOPE, AND SEQUENCE

This course expands upon the conceptual and technical skills knowledge developed in the sixth and seventh grade and provides each student with an advanced knowledge necessary to read, understand, and interpret musical symbols and terms. With appropriately challenging music, scales, rhythmic exercises, and ear training, students improve musical knowledge in the following areas:

#### A. Technical Skills (suggested time 12 weeks)

1. Intonation
  - a. Maintain pitch control and adjust finger placement to distinguish proper pitch
  - b. Demonstrate finger placement in accordance with key signature and accidentals
  - c. Demonstrate proper tuning methods (pegs and fine tuners, matching pitch)
2. Posture
  - a. Demonstrate correct body and instrument position at all times
  - b. Implement tools and equipment to further support posture
3. Care and maintenance of instruments and accessories

#### B. Scales, Articulation, and Bowings (suggested time 12 weeks)

1. Play the following Major scales in ascending and descending order:

Violin	Viola	Cello	Bass
C 2 octave	C 2 octaves	C 2 octaves	C 1 octave
G 2 octaves	G 1 octave	G 1 octave	G 1 octave
D 2 octave	D 2 octaves	D 2 octaves	D 1 octave
A 2 octaves	A 1 octave	A 1 octave	A 1 octave
E 1 octave	E 2 octaves	E 1 octave	E 1 octave
B 2 octaves	B 1 octave	B 1 octave	B 1 octave
F 1 octave	F 1 octave	F 1 octave	F 1 octave
Bb 2 octaves	Bb 1 octave	Bb 1 octave	Bb 1 octave

2. Play the following Harmonic minor scales in ascending and descending order:

Violin	Viola	Cello	Bass
c 2 octaves	c 2 octaves	c 2 octaves	c 1 octave
g 2 octaves	g 2 octaves	g 1 octave	g 1 octave
d 2 octaves	d 2 octaves	d 2 octaves	d 1 octave
a 2 octaves	a 1 octaves	a 1 octave	a 1 octave

3. Apply the following bowings:  
Up bow, Down bow, Whole bow, Legato, Pizzicato, Staccato, Marcato, Hooked, Tenuto, Col Legno, Spiccato, Breath marks, Tremelo
4. Understand and apply the following note and rest values:  
Quarter, Half, Whole, Eighth, Sixteenth, Dotted Quarter, Dotted Half, Dotted Eighth, and Triplets
5. Understand, apply, and count in following Time Signatures:  
4/4, 3/4, 2/4, 2/2, 6/8, 12/8
6. Describe and distinguish all finger placements:  
Violin and Viola 1st and 3rd positions; Cello 1st, 3rd, and extended positions; Bass 1st, 2nd, 3rd, and extended positions

C. Theory and Humanities (suggested time 12 weeks)

1. Recognize required Major scales and their key signatures
2. Recognize and apply the following terms and symbols:

Sharp	// Grand Pause
Flat	: :   Repeat Signs
Natural	1 <sup>st</sup> and 2 <sup>nd</sup> Endings
Da Cappo	Coda
Del Segno	Accent
Slur	Tie
Pick-up notes	Harmony
Grace note	Trill
Enharmonic	Solo/Soli
Tutti	Duet
Double Sharp	

3. Recognize and apply the following Dynamic Signs:

piano	crescendo
forte	decrescendo
mezzo-piano	forte-piano
mezzo-forte	subito forte
pianissimo	subito piano
fortissimo	sforzando

4. Recognize and apply the following Tempo Markings:

Allegro	Moderato
Andante	Ritardando
Adagio	Fermata
Largo	Accelerando
Maestoso	Allegretto
Andantino	Poco a poco
Con fuoco	Con moto
Con spirit	Con brio
Agitato	Cantabile
Animato	Dolce

5. Become familiar with composers from varying eras, specifically the Romantic and Modern eras, and the influences they experienced, both culturally and socially.
6. Sight-read at a Grade II level.

#### **IV. INSTRUCTIONAL TECHNIQUES**

The instructor uses any or all of the following methods and techniques to 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. Listening exercises
2. Visual examples
3. Demonstration
4. Lecture and note-taking
5. Performance and critique of fellow ensembles
6. Instructional technologies

B. Reinforcement of instrumental concepts through:

1. Select sections of pieces being studied
2. Articulation exercises
3. Fingering and bowing exercises using scales
4. Rhythmic exercises
5. Modeling
6. Sectional rehearsals
7. Instructional technologies

C. 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 is based on:

- A. Teacher observation
  - 1. Student participation and performance in class and rehearsals
  - 2. Successful identification of musical concepts
  - 3. Student understanding of specified time periods and styles of music
- B. Tests and quizzes, both written and performed, using instructional technologies
- C. Performance at school concerts

## **VI. PROFESSIONAL DEVELOPMENT**

Opportunities will be 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

## 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

**NJLSA.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.

**NJLSA.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.

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

**NJLSA.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.

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

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

**NJLSA.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%20NJSLSS-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<sup>st</sup> 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
<b>ENVIRONMENT</b>
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)
<b>MATERIAL/BOOKS/EQUIPMENT</b>
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
<b>ORGANIZATION</b>
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.)
<b>TEST/QUIZZES/TIME</b>
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
<b>ENGLISH LANGUAGE LEARNERS</b>
<b>GRADING</b>
<u>Standard Grades vs. Pass/Fail</u>
<b>CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT</b>
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<b><u>SIOP COMPONENTS AND FEATURES</u></b>
<b>PREPARATION</b>
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
<b>GIFTED AND TALENTED STUDENTS</b>
<b>CURRICULUM</b>
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
<b>INSTRUCTION</b>
<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

**CHORALE/CHORALEERS - 1684**

Schools ..... Westfield High School  
Department ..... Visual and Performing Arts  
Length of Course ..... Full Year  
Credit ..... 5.0  
Grade Level ..... 10 - 12  
Prerequisite ..... Mixed Chorus or equivalent and audition  
Co-requisite ..... Simultaneous enrollment in Concert  
Choir or the Choir/Wind Ensemble combination  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

Chorale/Choraleers is a full year course that is meant to provide the advanced singer an opportunity to sing in a small group setting. Both Chorale and Choraleers consist of the same students, however, the repertoire and style varies between each group.

The Chorale curriculum focuses on the development of musical concepts, which are necessary to classical chamber literature from the Renaissance Period to the Contemporary Period at an advanced level. The Choraleers curriculum focuses on the development of musical concepts, which are necessary to perform vocal jazz, popular, and show music at an advanced level. Students who are capable of performing at this level must exhibit superior vocal skills, which include extensive part-singing, strong sight-reading, and vocal creativity.

To enroll in Chorale/Choraleers, a student must be recommended by the instructors based upon an audition to determine voice, range, quality, tonal memory, and intonation. Dependability and attitude will also be considered for recommendation into this ensemble.

Members of the ensemble are exposed to music under the direction of a choral director who maintains a balance between choral techniques and appropriate literature in the chamber choir, jazz, a cappella, and musical theater idioms. Students must be simultaneously enrolled in Concert Choir or the Choir/Wind Ensemble combination for placement in this ensemble. Choreography may be introduced and utilized.

## 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, 21<sup>st</sup> Century Life and Careers and Social and Emotional Learning Competencies. They are developed sequentially through the course. Students:

A. Develop an understanding and appreciation of classical, traditional, contemporary, and jazz choral literature for the small ensemble

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4*

*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*

*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*

B. Interpret the languages of French, German, Italian, Latin, and Spanish through the act of singing in a small ensemble

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4*

*NJ Student Learning Standards for World Languages 7.1*

*NJ Student Learning Standards for Social Studies 6.2*

C. Use conducting skills to gain a broader understanding of the rhythmic nature and synergistic structure of music

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4-6, 1.3C.12adv.Cn10*

*NJ Student Learning Standards for 21st-Century Life and Careers CRP8.*

D. Evaluate personal and group performance through critique of public performance and classroom recordings

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Re7-9*

*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*

*NJ Student Learning Standards for 21st-Century Life and Careers CRP8*

E. Synthesize an understanding of the historical and cultural influences of jazz and musical theater show music in performance

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4*

*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*

*NJ Student Learning Standards for Social Studies 6.2*

*NJ Competencies for Social and Emotional Learning*

*Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds*

F. Use prior classroom skills to perform advanced music, including: a cappella part-singing, intonation, interpretation, style, phrasing, and extended vocal range

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4-6*

*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*

G. Balance and blend in pitch, quality, and interpretation with other singers

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4-6*

*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*

*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*

H. Develop sight-reading skills using solfege in all major and minors keys with chromatic alterations

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12acc.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*

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*

### **III. CONTENT, SCOPE, AND SEQUENCE**

The Westfield Fine 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 ability levels enables the flexibility for each student to be provided with challenging work based on his or her individual readiness level and learning style.

This course provides an in-depth study of the following areas:

- A. Theoretical Elements of Music (suggested time 7-8 weeks)
  - 1. Musical terms and notation as used on the printed page
  - 2. Listening skills to enhance interpretation of literature
- B. Vocal Technique: breathing exercises and drills (suggested time 7-8 weeks)
  - 1. Vowel placement
  - 2. Breath control
  - 3. Pitch control
  - 4. Blend
- C. Music Literature (suggested time 7-8 weeks)
  - 1. Octavo for soprano, alto, tenor, bass - divisi
  - 2. Advanced a cappella skills
- D. Music Appreciation of Classical Styles of chamber music (suggested time 4-5 weeks)
  - 1. Renaissance 1400-1600
  - 2. Baroque 1650-1750
  - 3. Classical 1750-1885
  - 4. Romantic 1850-1910
  - 5. Contemporary period – early 20<sup>th</sup> century to present

- E. Music Appreciation of 20<sup>th</sup> and 21<sup>st</sup> Century American forms of music  
(Suggested time 4-5 weeks)
  - 1. Jazz
  - 2. Musical Theater
  - 3. Popular
- F. Choreography to enhance the performance of Broadway repertoire  
(Suggested time 1-2 weeks)

#### **IV. INSTRUCTIONAL TECHNIQUES**

Methodology of instruction is student-performance based. 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 his or her own individual ability level and learning style. The needs of the diverse learners are met through:

- A. Demonstration of modeling proper techniques
- B. Utilization of vocal warm-ups designed to focus on specific vocal technique elements
- C. Utilization of vocal warm-ups designed to help evoke proper stylistic sound
- D. DVD/CD with corresponding activities
- E. Music score reading
- F. Guest conductors/guest speakers from colleges and outside organizations
- G. Seating arrangements according to voice classifications to monitor student progress individually and in groups
- H. Sectional rehearsals to monitor student progress in small groups
- I. Full rehearsals to strengthen skills in a multi-sectional setting
- J. Written and performance assessments by instructors using rubrics based on objectives of the course
- K. Online assessment tool for sight reading
- L. Online music recording software with part predominant recordings
- M. 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. Teacher observation of:
  - 1. Proper use of terms and symbols in advanced music literature
  - 2. Advanced vocal techniques
  - 3. Singing a vocal line in an ensemble with good intonation and accurate phrasing
- B. Performance assessment by instructors using rubrics based on objectives of the course
- C. Critiques of public performances such as:
  - 1. Holiday program
  - 2. Spring musical festival
  - 3. Assemblies
  - 4. Evening and weekend community and guest performances
- D. Student self-assessment using rubrics based on objectives of the course
- E. Online assessment tool for sight reading
- F. Online music recording software with part predominant recordings

## **VI. PROFESSIONAL DEVELOPMENT**

Opportunities are provided that appropriately support this curriculum that may include:

- 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%20NJSL-SS.pdf>

## APPENDIX VIII

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*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
<b>ENVIRONMENT</b>
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)
<b>MATERIAL/BOOKS/EQUIPMENT</b>
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
<b>ORGANIZATION</b>
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.)
<b>TEST/QUIZZES/TIME</b>
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
<b>ENGLISH LANGUAGE LEARNERS</b>
<b>GRADING</b>
<u>Standard Grades vs. Pass/Fail</u>
<b>CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT</b>
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>

## **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)
<b>SOCIAL/EMOTIONAL</b>
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

### **CONCERT CHOIR – 1644**

Schools..... Westfield High School  
Department..... Visual and performing Arts  
Length of Course..... Full Year  
Credit.....4.0  
Grade Level.....10 – 12  
Prerequisite.....Prior music ensemble experience,  
and audition  
Date.....

#### **I. RATIONALE, DESCRIPTION, AND PURPOSE**

Concert Choir is a full year advanced course for the highly-motivated and musically-talented student. The ensemble performs at a high level of proficiency. Students must show continuous evidence of utilizing independent study and practice to meet the objectives of this course. Instruction is based on performance literature, with emphasis on public performances both in and out of school.

Course concepts are taught through the areas of singing, listening, individual and group activities with special emphasis given to timbre, intonation, style, musical symbols, and structure. To enroll in Concert Choir a student must be recommended by the instructor based upon an audition to determine voice, range, quality, intonation, and tonal memory. Mixed Chorus or music department ensemble equivalent must have been completed to enroll in Concert Choir. The knowledge learned in this course is intended to prepare students to audition for Chorale/Choraleers (1684).

#### **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, 21<sup>st</sup> Century Life and Careers, and Social and Emotional Learning Competencies. They are developed sequentially through the course. Students:

- A. Analyze advanced repertoire on treble and/or bass clefs  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
  
- B. Recognize advanced terminology symbols with regard to the elements of music  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*

- C. Interpret advanced rhythmic patterns, intervals and melodies  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
- D. Examine the mature quality of the human voice (e.g. extended vocal registers and classifications) in reference to the situated choral ensemble singing experience  
*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 Student Learning Standards for 21st-Century Life and Careers CRP8.*
- E. Extend unison and part-singing skills within a mixed choral ensemble  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12adv.Pr4-6*  
*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*  
*NJ Competencies for Social and Emotional Learning*  
*Self-Awareness: recognize the importance of self-confidence in handling daily tasks and challenges*  
*Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings*  
*Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways*
- F. Apply knowledge of the historical, social, and cultural influences on music to the interpretation of the music performance  
*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. Develop sight-reading skills using solfege in all major and minors keys with chromatic alterations  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12acc.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
- H. 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*

### **III. CONTENT, SCOPE, AND SEQUENCE**

The Westfield Fine 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 ability levels enables the flexibility for each student to be provided with challenging work based on his or her individual readiness level and learning style.

This course provides an in-depth study of the following areas:

- A. Theoretical Elements of Music (suggested time 7-8 weeks)
  1. Musical terms and notation as used on the printed page
  2. Listening skills to enhance interpretation of literature
- B. Vocal Technique - breathing exercises and drills (suggested time 8-9 weeks)
  1. Vowel placement
  2. Breath control
  3. Pitch control
  4. Blend
- C. Music Literature (suggested time 7-8 weeks)
  1. Octavo for Soprano, Alto, Tenor, Bass – divisi
  2. Advanced a cappella skills
  3. Performance
- D. Music Appreciation of Styles of Music (suggested time 4-5 weeks)
  1. Classical
    - a. Baroque period 1650-1750
    - b. Classical period 1750-1885
    - c. Romantic period 1850 – 1910
    - d. Contemporary period – early 20<sup>th</sup> century to present
  2. Broadway Musical
  3. Popular
- E. Music as it relates to various cultures (suggested time 4-5 weeks)
  1. American
    - a. African-American Spiritual
    - b. Show Music
    - c. Folk songs
  2. World Cultures -- through the use of languages
    - a. French
    - b. Spanish
    - c. German
    - d. Hebrew
    - e. Latin
    - f. Italian
  3. Music as it relates to other disciplines

#### **IV. INSTRUCTIONAL TECHNIQUES**

Methodology of instruction is generally student-performance based. 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 his or her own individual ability level and learning style. The needs of the diverse learners are met through:

- A. Demonstration -- modeling proper techniques
- B. Online assessment tool for sight reading
- C. Online Music Recording Software with part predominant recordings
- D. DVD/CD with corresponding activities
- E. Score Music reading
- F. Guest conductors/guest speakers from colleges and outside organizations/Master Classes
- G. Sight Singing Methodologies
- H. Seating arrangements according to voice classifications to monitor student progress individually and in groups
- I. Sectional rehearsals to monitor student progress in small groups
- J. Full rehearsals to strengthen skills in a multi-sectional setting
- K. Written and performance assessments by instructors using rubrics based on objectives of the course
- 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. EVALUATION**

- A. Evaluation of student achievement is based on the following methods:
  - a. Music Theory Assessments
  - b. Demonstrate a knowledge of what is on the printed page
  - c. Demonstrate the use of correct terminology, symbols and vocal lines in octavo music
- B. Vocal Assessment
  - a. Demonstrate the use of terms, symbols, and proper vocal lines
  - b. Model the correct use of fundamental vocal techniques
  - c. Demonstrate how to sing a vocal line in an ensemble
  - d. Sing melodically and harmonically
  - e. Demonstrate singing with good intonation by using correct breath support, posture, and focus of sound
- C. Critiques of public performances
  - a. Holiday programs
  - b. Spring music festivals
  - c. School assemblies

- A. Student self-assessment using rubrics based on objectives of the course
- B. Online assessment tool for sight reading
- C. Online music recording software with part predominant recordings.

**V. 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

**NJLSA.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.

**NJLSA.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%20NJSLSS-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<sup>st</sup> 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
<b>ENVIRONMENT</b>
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)
<b>MATERIAL/BOOKS/EQUIPMENT</b>
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
<b>ORGANIZATION</b>
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.)
<b>TEST/QUIZZES/TIME</b>
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
<b>ENGLISH LANGUAGE LEARNERS</b>
<b>GRADING</b>
<u>Standard Grades vs. Pass/Fail</u>
<b>CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT</b>
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<b><u>SIOP COMPONENTS AND FEATURES</u></b>
<b>PREPARATION</b>
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
<b>GIFTED AND TALENTED STUDENTS</b>
<b>CURRICULUM</b>
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
<b>INSTRUCTION</b>
<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

**MIXED CHORUS – 1560, 1561**

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

**I. RATIONALE, DESCRIPTION AND PURPOSE**

Mixed Chorus is a full year course that affords the students educational opportunities for performance and the development of aesthetic sensitivity. It is open to any student who enjoys singing. This choral experience for mixed voices develops musical knowledge as well as positive and enthusiastic attitudes toward participation in choral performances. Choral and vocal techniques, sight-singing, and appropriate choral literature is emphasized. Students explore the various periods in music history and the structural components of music.

The students in Mixed Chorus develop self-discipline, an awareness of group dynamics and the necessity for individual dedication to group goals through music instruction that encompasses three and four-part singing. When performance is a union of fine choral techniques and musical knowledge, the results extend beyond the composition into an aesthetic encounter. Mixed Chorus provides an overall music experience that enhances an appreciation of the subject area. Completing a year of Mixed Chorus allows students to qualify to audition for higher-level ensembles offered at Westfield High School: Concert Choir (1644), Treble Chorus (1563), and Chorale/Choraleers (1684).

**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, 21<sup>st</sup> Century Life and Careers, and Social and Emotional Learning Competencies. They are developed sequentially through the course.

Students:

- A. Identify the notes of a musical line on treble and/or bass clefs  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
- B. Distinguish basic terms and symbols in regard to the elements of music  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
- C. Recognize basic rhythmic patterns, intervals and melodies  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
- D. Develop performance and music score-reading skills begun in the elementary and intermediate choral programs  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
- E. Recognize the timbre of the human voice (i.e. vocal registers and classifications)  
*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 Student Learning Standards for 21st-Century Life and Careers CRP8*
- F. Develop fundamentals of vocal technique including breath control, tone production, formation and placement of vowels  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6*  
*NJ Student Learning Standards for Physical Education 2.2, 2.5*
- G. Develop unison and part-singing within a choral ensemble  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6*  
*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*  
*NJ Competencies for Social and Emotional Learning*  
*Self-Awareness: recognize the importance of self-confidence in handling daily tasks and challenges*  
*Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings*  
*Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways*
- H. Explore historical, social and cultural influences through the Baroque, Classical, Romantic, and Contemporary periods  
*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*
- I. Develop sight-reading skills using solfege in the keys of C, F and G major  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12prof.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*

- J. 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. CONTENT, SCOPE AND SEQUENCE**

The Westfield Visual and Performing Arts Department recognizes the diversity of students and holds a strong commitment in establishing a program of studies that immerses all students in a situated and ensemble music making experience. It is through the introduction and practice of music and singing fundamentals, as well as the introduction of appropriate choral literature, that students will be inspired to be life-long musicians and music enthusiasts.

This course provides an in-depth study of the following areas:

- A. Music Theory (suggested time 12 weeks)
  - 1. Visual notation
    - a. Rhythmic drills
    - b. Interval drills – utilizing solfeggio, numbered scales/intervals
    - c. Written octavo
  - 2. Aural perception
    - a. Rhythmic drills
    - b. Interval drills – utilizing solfeggio, numbered scales and intervals
    - c. Vocalizes – pitch patterns that train the ear toward correct intonation
  - 3. Reading octavo music in three and four parts
- B. Vocal Technique - breathing exercises and drills (suggested time 12 weeks)
  - 1. Vowel placement
  - 2. Breath control
  - 3. Pitch control
  - 4. Blend
- C. Music Literature (suggested time 12 weeks)
  - 1. Three part (Soprano, Alto, Baritone)
  - 2. Four-part (Soprano, Alto, Tenor, Bass)
  - 3. Introduction of five-part (Soprano I, Soprano II, Alto, Tenor, Bass) literature
  - 4. A cappella skills
  - 5. Performance

6. Music Appreciation
  - Styles of Music:
    - a. Classical
      - 1) Baroque period 1650-1750
      - 2) Classical period 1750-1885
      - 3) Romantic period 1850 – 1910
      - 4) Contemporary period – early 20th century to present
    - b. Broadway Musical
    - c. Popular
  - 7. Music as it relates to various cultures and languages:
    - a. American
      - 1) African-American Spiritual
      - 2) Show Music
      - 3) Folk songs
    - b. Other Cultures -- through the use of languages
      - 1) Spanish
      - 2) Italian
      - 3) German
      - 4) Hebrew
      - 5) Latin
    - c. Music as it relates to other disciplines

#### **IV. INSTRUCTIONAL TECHNIQUES**

Methodology of instruction is generally student-performance based. 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 his or her own individual ability level and learning style.

- A. Demonstration -- modeling proper techniques
- B. Online assessment tools for sight-reading.
- C. Online music recording software with part predominant recordings
- D. DVD/CD with corresponding activities
- E. Score music reading
- F. Sight singing methodology
- G. Evaluation of writing assignments in music theory
- H. Seating arrangements according to voice classifications to monitor student progress individually and in groups
- I. Sectional rehearsals – to monitor student progress in small groups
  1. Full rehearsals – to strengthen skills in a multi-sectional setting
  2. Written and performance assessments by instructors using rubrics based on objectives of the course

- J. 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. Music Theory Assessments
  - 1. Demonstrate a knowledge of what is on the printed page
  - 2. Demonstrate the use of correct terminology, symbols and vocal lines in octavo music
- B. Vocal Assessments
  - 1. Demonstrate the use of terms, symbols, and proper vocal lines
  - 2. Model the correct use of fundamental vocal techniques
  - 3. Demonstrate how to sing a vocal line in an ensemble
  - 4. Sing melodically and harmonically
  - 5. Demonstrate singing with good intonation by using correct breath support, posture, and focus of sound
- C. Critiques of public performances
  - 1. Holiday programs
  - 2. Spring music festivals
  - 3. School assemblies
- D. Student self-assessment using rubrics based on objectives of the course
- E. Online assessment tools for sight-reading
- F. Online music recording software with part predominant recordings.

## **VI. PROFESSIONAL DEVELOPMENT**

Opportunities are provided that appropriately support this curriculum that may include:

- 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%20NJSLSS-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<sup>st</sup> 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
<b>ENVIRONMENT</b>
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)
<b>SOCIAL/EMOTIONAL</b>
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
<b>ATTENTION/FOCUS</b>
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

<b>CURRICULUM</b>
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
<b>INSTRUCTION</b>
<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

**TREBLE CHORUS – 1563**

Schools ..... Westfield High School  
Department..... Visual and Performing Arts  
Length of Course..... Full Year  
Credit.....5.0  
Grade Level.....10 – 12  
Prerequisite...Prior music ensemble experience, audition  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

Treble Chorus is a full year course that affords selected students in Mixed Chorus educational opportunities for a situated music ensemble singing and performing experience. This course develops musical knowledge as well as positive and enthusiastic attitudes toward participation in choral performances. Choral and vocal techniques, sight-singing, and appropriate choral literature is emphasized. Students also explore the various periods in music history and learn structural components of music. The students in Treble Chorus develop self-discipline, an awareness of group dynamics, and individual dedication to group goals through music instruction that encompasses three and four-part singing as arranged for treble voices.

To enroll in Treble Chorus, a student must be recommended by the instructor based upon an audition to determine voice, range, quality, and intonation. This course is the second in a sequence of choral ensembles offered at Westfield High School. The knowledge learned in this course is intended to prepare students to audition for Concert Choir (1644) and/or Chorale Choraleers (1684).

**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, 21<sup>st</sup> Century Life and Careers, and Social and Emotional Learning Competencies. They are developed sequentially through the course. Students:

- A. Practice knowledge in following a musical line in treble clef in advanced three part treble chorus literature

*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12acc.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*

- B. Extend recognition of musical terms and symbols that are beyond the introductory level of Mixed Chorus  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C. 12acc.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
- C. Demonstrate knowledge of rhythmic patterns, intervals and melodies that are beyond the introductory level of Mixed Chorus  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C. 12acc.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
- D. Practice performance and reading skills begun in the elementary and intermediate choral programs and further developed through the Mixed Chorus level  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C. 12acc.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*
- E. Discriminate timbres of the treble voice, the vocal range, and the placement of sound (i.e. vocal registers, classifications, and resonance)  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C. 12acc.Re7-9*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*NJ Student Learning Standards for 21st-Century Life and Careers CRP8*
- F. Apply knowledge about the fundamentals of voice training including, breath control, tone production, and formation and placement of vowels  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C. 12acc.Pr4-6*  
*NJ Student Learning Standards for Physical Education 2.2, 2.5*
- G. Extend unison and part-singing skills within a treble choral ensemble  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C. 12acc.Pr4-6*  
*NJ Student Learning Standards for English Language Arts CCR.R.1, CCR.R.4, CCR.SL.1, CCR.SL.2*  
*NJ Competencies for Social and Emotional Learning*  
*Self-Awareness: recognize the importance of self-confidence in handling daily tasks and challenges*  
*Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings*  
*Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways*
- H. Explore historical, social and cultural influences through the literature written specifically for treble voices  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C. 12acc.Re7-9*  
*NJ Student Learning Standards for Social Studies 6.2*  
*NJ Competencies for Social and Emotional Learning*  
*Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds*
- I. Develop sight-reading skills using solfege in all major keys  
*NJ Student Learning Standards for Visual and Performing Arts 1.3C.12acc.Pr4-6*  
*NJ Student Learning Standards for Mathematical Practices SMP6, SMP7*

- J. Demonstrate skills and understanding of elements of music through basic improvisation and composition. Conceive, organize, and develop artistic ideas and complete artistic work from a variety of historical periods or cultures studied in rehearsal.

*NJ Student Learning Standards for Visual and Performing Arts 1.3C. 12acc.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. CONTENT, SCOPE AND SEQUENCE**

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 his or her individual readiness level and learning style.

This course provides an in-depth study of the following areas:

- A. Music Theory (suggested time 12 weeks)
1. Visual notation
    - a. Rhythmic drills
    - b. Interval drills – utilizing solfeggio, numbered scales/intervals
    - c. Written octavo
  2. Aural perception
    - a. Rhythmic drills
    - b. Interval drills – utilizing solfeggio, numbered scales and intervals
    - c. Vocalizes – pitch patterns that train the ear toward correct intonation
  3. Reading octavo music in three parts, written specifically for treble voices
- B. Vocal Technique - breathing exercises and drills (suggested time 12 weeks)
1. Vowel placement
  2. Breath control
  3. Pitch control
  4. Blend
- C. Music Literature (suggested time 12 weeks)
1. Three part (Soprano I, Soprano II, Alto)
  2. A cappella skills
  3. Performance
  4. Music Appreciation
- Styles of Music: literature written or arranged specifically for treble voices
- a. Classical
    - 1) Baroque period 1650-1750
    - 2) Classical period 1750-1885
    - 3) Romantic period 1850 – 1910
    - 4) Contemporary period – early 20<sup>th</sup> century to present
  - b. Broadway Musical
  - c. Popular

1. Music as it relates to various cultures:
  - a. American
    - 1) African-American Spiritual
    - 2) Show Music
    - 3) Folk songs
  - b. Other Cultures -- through the use of languages
    - 1) Spanish
    - 2) Hebrew
    - 3) Latin
    - 4) Italian
  - c. Music as it relates to other disciplines

#### **IV. INSTRUCTIONAL TECHNIQUES**

Methodology of instruction is generally student-performance based. 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 his or her own individual ability level and learning style.

- A. Demonstration -- modeling proper techniques
- B. Online assessment tool for sight reading.
- C. Online Music Recording Software with part predominant recordings
- D. DVD/CD with corresponding activities
- E. Score Music reading
- F. Writing assignments in music theory
- G. Sight Singing Methodologies
- H. Seating arrangements according to voice classifications to monitor student progress individually and in groups
- I. Sectional rehearsals to monitor student progress in small groups
- J. Full rehearsals to strengthen skills in a multi-sectional setting
- K. Written and performance assessments by instructors using rubrics based on objectives of the course
- 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. EVALUATION**

Evaluation of student achievement is based on the following methods:

- A. Music Theory Assessment
  - 1. Demonstrate a knowledge of what is on the printed page
  - 2. Demonstrate the use of correct terminology, symbols and vocal lines in octavo music
- B. Vocal Assessment
  - 1. Demonstrate the use of terms, symbols, and proper vocal lines
  - 2. Model the correct use of fundamental vocal techniques
  - 3. Demonstrate how to sing a vocal line in an ensemble
  - 4. Sing melodically and harmonically
  - 5. Demonstrate singing with good intonation by using correct breath support, posture, and focus of sound
- C. Critiques of public performances
  - 1. Holiday Programs
  - 2. Spring Music Festivals
  - 3. School assemblies
- D. Student self-assessment using rubrics based on objectives of the course
- E. Online assessment tool for sight reading
  - F. Online music recording software with part predominant recordings.

## **VI. PROFESSIONAL DEVELOPMENT**

Opportunities are provided that appropriately support this curriculum that may include:

- 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%20NJSL-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<sup>st</sup> 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)**

<b>Special Education</b>
<b>ENVIRONMENT</b>
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