

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

6th and 7th GRADE VOCAL MUSIC

Schools Edison/Roosevelt Intermediate Schools
Department Visual & Performing Arts
Length of Course Full Year (4 days per week)
Grade Level 6th & 7th
Date.....

I. RATIONALE, DESCRIPTION, AND PURPOSE

Sixth- and seventh-grade Vocal Music is a full-year course that affords the student an educational opportunity to participate in performances and explore music and its role in our world. Every sixth- and seventh-grade student is required to take Vocal Music, Band or String Orchestra. Therefore, students may enter this course at the seventh-grade level with a music background, but not necessarily in the same discipline.

The sixth-grade Vocal Music experience promotes musical learning by emphasizing proper vocal technique and regular practice of the application of these skills. Music appreciation and theory skills, along with basic ensemble skills, are included. Humanities includes the social, historical and cultural contributions of song. Listening skills are enhanced using various styles of music for comparison.

The seventh-grade Vocal Music experience gives students the opportunity to continue the development of aesthetic sensitivity and ear training through performance. Further emphasis is placed upon diction, tone quality, rhythmic precision, intonation, dynamics, and balance. Vocal fundamentals address choral literature for the changing voice as well as the health and care of the voice. Various music styles and periods are explored through the singing of choral literature. The social, historical, and cultural contributions of song are emphasized, and continue from the humanities lessons in the sixth grade.

The union of fine choral techniques and structural components evokes an aesthetic experience that extends beyond the composition that is performed and becomes a basis for further aesthetic response. It is intended that the study of vocal music in Grade 6 and 7 provides over-all musical experiences that develops an appreciation of the subject area as well as providing opportunities and tools for further musical exploration and development. A minimum of two performances are required (Winter & Spring concerts).

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 21st Century Life and Careers. They are developed sequentially throughout the course. Students:

- A. Generate further interest and understanding of music by acquiring a basic knowledge of theory such as following a musical line on the treble clef and recognizing and performing rhythmic patterns, intervals, and melodies

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

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 CRP12

NJ Competencies for Social and Emotional Learning

Self-Awareness: recognize one's feelings and thoughts

- B. Prepare fundamentals of voice training including breath control, tone production, proper diction, and interpretation

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

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

NJ Student Learning Standards for Physical Education 2.2, 2.5

NJ Student Learning Standards for Technology 8.1

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

- C. Demonstrate 2 and 3 part singing skills

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

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

- D. Distinguish varied tone qualities of the human voice, the basis of voice classifications, etc.

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

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. Demonstrate choral skills such as following a conductor, blending one's voice within a group, understanding and following interpretive markings, performing with confidence and stage presence and memorizing all concert repertoire

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 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

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. Examine historical, social and cultural influences of the Medieval/Renaissance, Baroque, Classical and Contemporary periods

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 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

NJ Competencies for Social and Emotional Learning

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

- G. Compare musical compositions and styles both from a historical and aesthetic basis

NJ Student Learning Standards 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 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

- H. Recognize compositional methods for harmonic structure, melodic structure, and musical expression

NJ Student Learning Standards 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 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

- I. Create solo or small group musical compositions that reference studied form and music theory while promoting personal expression

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 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; 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.

All learning experiences address the issue of diversity present in our multicultural world. Students' backgrounds and cultural experiences are embraced and actively related to classroom activities and performances.

Study and exposure of the following areas is the basis for Grade 6 and 7 Vocal Music:

- A. Music Theory (suggested pacing 7-8 weeks)

How does my understanding of music theory enable me to become a more confident performer?

1. Musical Symbols

- a. Reinforcement of music symbols K-5
- b. Review of terminology K-5
- c. Read octavo music in two, three, and four parts

2. Introduction of additional clef signs, dynamic markings, music symbols, and interpretive markings

- B. Vocal Technique (suggested pacing 7-8 weeks)

How does the practice and mastery of vocal technique as outlined below protect my vocal instrument and improve my vocal sound?

1. Diction
2. Vowel placement
3. Breath control
4. Tone production
5. Balance and Blend
6. Stylistic Interpretation

C. Music Appreciation (suggested pacing 5-6 weeks)

How does the history of the development of Western musical styles affect both contemporary art music and popular music?

1. Introduction of Music periods:

- a. Medieval/Renaissance
- b. Baroque
- c. Classical
- d. Romantic
- e. 20th Century

2. Introduction of Music styles:

- a. Opera
- b. Oratorio
- c. Cantata
- d. Broadway Musical
- e. Symphony
- f. Jazz
- g. Popular styles

D. Music as it relates to various cultures (suggested pacing 3-4 weeks)

How has/does the music of the world affect and enhance the music with which I am most familiar?

1. American (United States)

- a. African-American
- b. Native American
- c. Influences from Immigrants

2. Other Cultures

- a. African
- b. Asian
- c. European
- d. South American

E. Music and other disciplines (suggested pacing 5-6 weeks)

Which other educational disciplines are involved in or affect the study of Vocal Music?

1. Fine Art
2. Technology
3. Language Arts
4. World Languages
5. Mathematics
6. Practical Arts
7. Physical Education
8. Science
9. Social Studies

F. Music Literature (suggested pacing 3-4 weeks)

What is the difference between various vocal music forms, arrangements, methods of notation, and voicings?

1. Two, three and four part (Soprano, Alto, Tenor, Baritone)
2. Rounds and partner songs used as teaching tools

IV. INSTRUCTIONAL TECHNIQUES

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

A. Presentation of music concepts

1. Visual examples
2. Ear training exercises
3. Writing exercises
4. Demonstration
5. Lecture
6. Listening examples
7. Performance and critique

B. Presentation of vocal concepts

1. Vocal and breathing exercises
2. Pitch matching exercises
3. Solfeggio drills
4. Modeling

C. Analysis and discussions of individual voice problems

1. Tone quality
2. Cambiata (the changing voice)
3. Vocal range
4. Environmental factors as influences on the voice

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

V. EVALUATION

Evaluation is based on:

- A. Teacher observation of
 - 1. Student participation in musical performances and assemblies
 - 2. Active participation in class activities
 - 3. Successful identification of the musical elements: rhythm, melody, harmony and form
 - 4. Student understanding of composers, time periods and styles of music
- B. Assessment with the use of rubrics
- C. Student-kept notebook
- D. Tests and quizzes
 - 1. Written evaluations
 - 2. Part singing evaluations

VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including:

- A. Access to in-house, in-service or professional training in the content area
- B. Access to books and professional journals to enhance development
- C. Time to confer with other department members to coordinate curriculum ideas and develop units of study
- D. Professional conferences, workshops and college courses that enhance specific instructional skills and strategies
- E. Private study with an individual artist or studio to further develop skills

APPENDIX I

New Jersey Student Learning Standards for Visual and Performing Arts

ANCHOR STANDARD 1 Creating: Conceptualizing and generating ideas.

ANCHOR STANDARD 2 Creating: Organizing and developing ideas.

ANCHOR STANDARD 3 Creating: Refining and completing products.

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

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

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

ANCHOR STANDARD 7 Responding: Perceiving and analyzing products.

ANCHOR STANDARD 8 Responding: Applying criteria to evaluate products.

ANCHOR STANDARD 9 Responding: Interpreting intent and meaning.

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

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

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

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

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

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

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

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

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

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

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

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

APPENDIX III

New Jersey Student Learning Standards for Mathematical Practice

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

SMP2 – Reason abstractly and quantitatively.

SMP4 - Model with mathematics.

SMP5 - Use appropriate tools strategically.

SMP6 - Attend to precision.

SMP7 - Look for and make use of structure.

SMP8 - Look for and express regularity in repeated reasoning.

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

APPENDIX IV

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

P1: Asking Questions and Defining Problems

P2: Developing and Using Models

P3: Planning and Carrying Out Investigations

P4: Analyzing and Interpreting Data

P5: Using Mathematics and Computational Thinking

P6: Constructing Explanations and Designing Solutions

P7: Engaging in Argument from Evidence

P8: Obtaining, Evaluating, and Communicating Information

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

APPENDIX V

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

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

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

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

APPENDIX VI

New Jersey Student Learning Standards for Social Studies

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

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

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

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

APPENDIX VII

New Jersey Student Learning Standards - Social Studies Practices

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

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

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

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%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 21st Century Life and Careers

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

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

APPENDIX XI

New Jersey Competencies for Social and Emotional Learning

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

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

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

APPENDIX XII

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

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

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

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

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
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
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<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)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents

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

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

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

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

8th GRADE VOCAL MUSIC

Schools Edison/Roosevelt Intermediate Schools
Department..... Visual & Performing Arts
Length of Course..... Full Year
Grade Level..... 8th Grade
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

Eighth-grade Vocal Music is a full-year, non-auditioned elective course that offers the student a more in-depth choral experience, expanding on previous music knowledge gained in sixth and seventh grade. The course includes a study of choral literature for mixed voices encompassing various styles and periods of music. In addition to performance and choral/vocal technique, further emphasis is placed on music reading, theory and music appreciation, previously studied in 6th and 7th grade. Students are required to perform at evening concerts during the school year (Winter & Spring concerts and the District Choral Festival); additional performance opportunities may also be offered.

Eighth-grade Chorus students are exposed to music under the direction of a vocal music professional who maintains a balance of diverse repertoire, emphasizes proper choral technique, and stimulates an understanding of the structural components of music. Music repertoire varies in difficulty to challenge all levels of ability. The union of proper choral techniques and structural components evoke an aesthetic experience that uses the composition being performed as a basis for further aesthetic response. It is intended that the study of vocal music in Grade 8 will provide a musical experience that continue to develop an appreciation of the subject area as well as opportunities and tools for further musical exploration and development.

II. OBJECTIVES

Eighth grade course objectives are implemented at an advanced level, building on skills acquired and developed in sixth and/or seventh grade music. These 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 21st Century Life and Careers. They are developed sequentially throughout the course.

Students:

- A. Develop practical skills in and demonstrate the use of advanced concepts of music theory such as: following a musical line on the treble and bass clef; recognizing and performing more intricate rhythmic patterns, intervals, and melodies; and the correct use of appropriate and related music terminology

NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Pr4-6
NJ Student Learning Standards for Mathematical Practices SMP7, SMP8

- B. Utilize more advanced fundamentals of voice training including breath-control, tone production, proper diction, and interpretation

NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Pr4-6
NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8
NJ Student Learning Standards for Physical Education 2.2, 2.5
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers CRP8

- C. Develop 3, 4 and/or 5 part singing skills (Soprano I, Soprano II, Alto, Tenor, Bass)

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

- D. Recognize varied tone qualities of the human voice, including the basis of voice classifications and range

NJ Student Learning Standards for Visual and Performing Arts 1.3C.12int.Re7-9
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. Refine choral skills such as following a conductor, blending one’s voice within a group, singing a *capella*, understanding and following interpretive markings, memorizing repertoire, and performing with confidence and stage presence

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 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

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. Explore historical, social and cultural influences of the Medieval/Renaissance, Baroque, Classical and Contemporary periods, including contemporary popular music

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 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

NJ Competencies for Social and Emotional Learning

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

- G. Justify artistic value through the use of critical analysis of a performance and/or work, including the use of self-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 CRP8

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

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

- H. Demonstrate an understanding of musical concepts by creating original compositions, either notated or improvised.

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 Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a 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.

All learning experiences address the issue of diversity present in our multicultural world. Students' backgrounds and cultural experiences are embraced and actively related to classroom activities and performances.

Each section of the curriculum is taught concurrently throughout the school year, and the content to be taught in each section is demonstrated by the use of a thematic question; this is followed by the core concepts the students should understand and practice.

A. Music Theory (suggested pacing 7-8 weeks)

How does my understanding of music theory enable me to become a more confident performer?

1. Review and expand the use of music symbols from grades six and seven
2. Review of terminology introduced in grades six and seven
3. Reading of octavo music in three, four and/or five parts
4. Expansion of the library of clef signs, dynamic markings, music symbols and interpretive markings

B. Vocal Technique (suggested pacing 7-8 weeks)

How does the practice and mastery of vocal technique as outlined below protect my vocal instrument and improve my vocal sound?

1. Diction
2. Vowel placement
3. Balance and blend
4. Tone quality
5. Breath control
6. Stylistic interpretation

C. Music Appreciation (suggested pacing 5-6 weeks)

How does the history of the development of Western musical styles affect both contemporary art music and popular music?

1. Enhanced study of Music periods:
 - a. Medieval/Renaissance
 - b. Baroque
 - c. Classical
 - d. Romantic
 - e. 20th Century (including popular music)

2. Enhanced study of Music styles:
 - a. Opera
 - b. Oratorio
 - c. Cantata
 - d. Broadway Musical Theater
 - e. Symphony
 - f. Jazz
 - g. Popular styles

- D. Music in cultures (suggested pacing 3-4 weeks)

How has/does the music of the world affect and enhance the music with which I am most familiar?

 1. American (Unites States)
 - a. African-American
 - b. Native American
 - c. Influences of Immigrant Cultures
 2. Other Cultures, including but not limited to:
 - a. African
 - b. Asian
 - c. European
 - d. South American

- E. Music Literature (suggested pacing 5-6 weeks)

What is the difference between various vocal music forms, arrangements, methods of notation, and voicings?

 1. Three, four and/or five part singing (Soprano I, Soprano II, Alto, Tenor & Bass)
 2. Other repertoire as needed

- F. Music and other disciplines (suggested pacing 3-4 weeks)

Which other educational disciplines are involved in or affect the study of Vocal Music?

 1. Fine Arts
 2. Technology
 3. Language Arts
 4. World Languages
 5. Mathematics
 6. Practical Arts
 7. Physical Education
 8. Science
 9. Social Studies

IV. INSTRUCTIONAL TECHNIQUES

The instructor uses any or all of the following methods and techniques to best accomplish the objectives, providing challenging, differentiated lessons based on individual ability and learning style. Such techniques include:

- A. Presentation of music concepts through
 - 1. Visual examples
 - 2. Ear training exercises
 - 3. Demonstration
 - 4. Lecture
 - 5. Performance and critique
 - 6. Use of technological resources
- B. Reinforcement of vocal concepts through
 - 1. Vocal and breathing exercises
 - 2. Solfeggio drills
 - 3. *A capella* training
 - 4. Modeling
 - 5. Musical Composition
- C. Analysis and discussions of individual voice problems
 - 1. Tone quality
 - 2. Vocal range
 - 3. Voice maintenance
- D. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Evaluation of student achievement in vocal music is accomplished by a variety of assessments. Such assessment methods may include:

- A. Formative Assessments
- B. Student participation in musical performances and assemblies
- C. Active participation in all class activities and discussions
- D. Demonstration of the understanding of musical elements, such as melody, harmony, rhythm and form
- E. Demonstration of the understanding of composers, time periods and styles of music, and how these relate to the piece of music being studied
- F. Use of rubric-based assessment
- G. Use of written evaluations and critiques, including self-assessment and part-singing demonstrations

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

- 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.

Description	Practice
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 21st Century Life and Careers

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

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

APPENDIX XI

New Jersey Competencies for Social and Emotional Learning

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

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

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

APPENDIX XII

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

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

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

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

Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
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
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan

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