

**WESTFIELD PUBLIC SCHOOLS**

Westfield, New Jersey

*Office of Instruction*

Course of Study

**6<sup>th</sup> & 7<sup>th</sup> GRADE BAND**

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 band are full-year courses designed to provide students with a continuation of musical skills developed in their primary schools. Every sixth- and seventh-grade student is required to enroll in a music course. The options are Vocal Music, Band or String Orchestra. Students may enter this course at the seventh-grade level, even if last year’s class was not in the same discipline.

Prior instrumental music experience is required. Sixth-grade band students are expected to have reached a proficiency level on their instruments aligned with benchmarks set forth in the elementary curriculum. This course continues to develop technical skills applicable to their respective instrument. Band literature and technical exercises increase in difficulty levels during the course of the second semester.

At the end of the sixth-grade year, students are assessed to determine proper placement in the seventh-grade band program. Seventh-grade students reinforce skills learned in the sixth grade, and learn new skills through more challenging repertoire and exercises.

In addition to developing the necessary skills associated with playing traditional band instruments, the study of Humanities within this course exposes students to the diverse and rich cultures of our world, giving a better understanding of how different types of music evolved.

## 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. Reinforce interest and understanding of music by acquiring knowledge and appreciation of music repertoire

*NJ Student Learning Standards for Visual and Performing Arts 1.1, 1.3, 1.4*

*NJ Student Learning Standards for Social Studies 6.1, 6.2*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21st-Century Life and Careers CRP12*

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

*NJ Competencies for Social and Emotional Learning*

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

### B. Demonstrate technical proficiency as individual instrumentalists, thus improving ensemble skills

*NJ Student Learning Standards for Visual and Performing Arts 1.1, 1.3*

*NJ Student Learning Standards for Comprehensive Health and 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 CRP8*

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

*NJ Student Learning Standards for Mathematical Practice SMP1, SMP2, SMP4, SMP6, SMP7, SMP8*

### C. Increase autonomy in learning to improve practice habits

*NJ Student Learning Standards for Visual and Performing Arts 1.1, 1.3*

*NJ Student Learning Standards for Comprehensive Health and Physical Education 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 CRP2*

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

*NJ Student Learning Standards for Mathematical Practice SMP1, SMP2, SMP6, SMP7, SMP8*

*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 music elements in small-and-large group settings (e.g. rhythm, pitch, dynamics, tempo, articulation, tone, etc.)

*NJ Student Learning Standards for Visual and Performing Arts 1.1*

*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 CRP4*

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

*NJ Student Learning Standards for Mathematical Practice SMP1, SMP2, SMP4, SMP6, SMP7, SMP8*

- E. Identify various styles of music from historical periods (e.g. march, sonata, waltz, theme and variation, etc. from the Renaissance, Baroque, Classical, Romantic, Modern, and Jazz periods) and how these styles are socially and culturally influenced

*NJ Student Learning Standards for Visual and Performing Arts 1.2, 1.4*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2*  
*NJ Student Learning Standards for World Languages 7.1*  
*NJ Student Learning Standards for 21st-Century Life and Careers CRP8*  
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2*  
*NJ Student Learning Standards for Mathematical Practice SMP7, SMP8*

- F. Perform a variety of repertoire relating to various cultures (e.g. American, European, African American, Latin American, Asian, etc.)

*NJ Student Learning Standards for Visual and Performing Arts 1.1, 1.2, 1.3*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*NJ Student Learning Standards for Social Studies 6.2*  
*NJ Student Learning Standards for World Languages 7.1*  
*NJ Student Learning Standards for 21st-Century Life and Careers CRP12*  
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2*  
*NJ Competencies for Social and Emotional Learning*  
*Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds*

- G. 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 1.1*  
*National Core Arts Anchor Standards 1, 2, 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 our student population. Students' backgrounds as well as a range of multicultural experiences are embraced and actively related to classroom activities and performances within the total music program.

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

This course expands upon the conceptual knowledge developed in the previous grades and provides each student with an advanced knowledge necessary to read, understand and interpret musical symbols and terms.

## 6<sup>TH</sup> GRADE BAND

To perform music, a variety of musical concepts must be processed and accurately executed simultaneously. This course is designed to expand upon the foundational knowledge developed in the elementary school and provide each student with the conceptual knowledge necessary to read and understand musical symbols and terms. With appropriately challenging repertoire, scales, and rhythmic exercises, students gradually expand and improve their musical knowledge in the following areas:

- A. Technical Skills (suggested time 5 – 6 weeks)
  - 1. Demonstrate proper playing posture, arm, hand, and finger positions
  - 2. Demonstrate proper diaphragmatic breathing techniques
  - 3. Demonstrate correct embouchure
  - 4. Percussionists demonstrate understanding of grip, setup, and stroke guidelines
- B. Tone/ Intonation (suggested time 5 – 6 weeks)
  - 1. Demonstrate a characteristic tone quality
  - 2. Produce an evenly sustained note with consistent tone quality
  - 3. Recognize intonation flaws
  - 4. Percussion: produce quality tone on variety of instruments by striking in the proper playing zone
- C. Articulation (suggested time 4 – 5 weeks)
  - 1. Begin the sound with the correct syllable that is appropriate for the style of music
  - 2. Demonstrate proper slur, accent, staccato, tenuto, and sforzando technique
- D. Rhythm, Tempo, and Time Signatures (suggested time 7 – 8 weeks)
  - 1. Demonstrate how to successfully count music using whole, half, dotted quarter, quarter, and eighth note values
  - 2. Successfully play syncopated and tied rhythms
  - 3. Keep a steady tempo while playing
  - 4. Accurately count in 4/4, 3/4, 2/4, and 2/2 time signatures
- E. Scales and Rudiments (suggested time 5 – 6 weeks)
  - 1. Perform the following major scales (in concert pitch): C, F, Bb, Eb, and Ab
  - 2. Perform chromatic scale on Concert F
  - 3. Percussionists only: Perform Percussive Arts Society International Drum Rudiments #1, 4, 7, 10, 16, 20
- F. Symbols and Terms (suggested time 4 – 5 weeks)
  - 1. Accurately perform the following dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo
  - 2. Developing an understanding of the following tempo indications: *largo*, *andante*, *moderato*, *allegro*, *ritardando*, *accelerando*
  - 3. Understand the following structural symbols: repeat sign, first and second endings, one-measure repeat sign, D.S. and D.C. al fine, coda
  - 4. Identify the following terms and symbols commonly found in music or a music rehearsal: fermata, breath marks, bar lines, accidental, bass clef, treble clef, enharmonic, pick-up notes.

## 7<sup>TH</sup> GRADE BAND

This course is designed to expand upon the foundational knowledge developed in the sixth grade band and provide each student with the conceptual knowledge necessary to read and understand musical symbols and terms. With appropriately challenging repertoire, scales, and rhythmic exercises, students gradually expand and improve their musical knowledge in the following areas:

- A. Technical Skills (suggested time 5 – 6 weeks)
  - 1. Distinguish proper playing posture from incorrect posture and body position
  - 2. Explain the importance of using proper playing posture and rest position
  - 3. Use proper diaphragmatic breathing techniques
  - 4. Demonstrate the correct embouchure
  - 5. Percussionists demonstrate further understanding of grip, setup, and stroke guidelines.
- B. Tone/ Intonation (suggested time 5 – 6 weeks)
  - 1. Demonstrate a characteristic tone quality
  - 2. Produce an evenly sustained note with consistent tone quality for an extended period of time
  - 3. Recognize and correct intonation flaws
  - 4. Percussion: aim for the proper playing zone to produce the best quality of sound on a variety of concert instruments
- C. Articulation (suggested time 4 – 5 weeks)
  - 1. Begin the sound with the correct syllable that is appropriate for the style of music
  - 2. Demonstrate proper slur, accent, staccato, tenuto, sforzando and marcato technique
- D. Rhythm, Tempo, and Time Signatures (suggested time 7 – 8 weeks)
  - 1. Subdivide music with whole, half, dotted quarter, quarter, eighth, dotted eighth, sixteenth, and triplet note values
  - 2. Subdivide music with syncopated and tied rhythms
  - 3. Keep a steady tempo at various tempo markings
  - 4. Understand and subdivide the beat in 4/4, 3/4, 2/4, 2/2, 5/4, and 6/8 time signatures
- E. Scales and Rudiments (suggested time 5 – 6 weeks)
  - 1. Perform the following major scales (in concert pitch): C, F, Bb, Eb, Ab, G, D and A
  - 2. Perform chromatic scale on Concert F
  - 3. Percussionists only: Perform Percussive Arts Society International Drum Rudiments #1, 4,7,9,10,16, 20, 31
- F. Symbols and Terms (suggested time 4 – 5 weeks)
  - 1. Accurately perform the following dynamic markings: pp, p, mp, mf, f, ff, crescendo, and decrescendo
  - 2. Differentiate the following tempo indications: *largo*, *adagio*, *andante*, *moderato*, *maestoso*, *allegro*, *ritardando*, *accelerando*, *allargando*, *a tempo*, *rallantando*
  - 3. Understand and define the following structural symbols: repeat sign, first and second endings, one-measure repeat sign, D.S. and D.C. al fine, coda
  - 4. Identify the following terms and symbols commonly found in music or a music rehearsal and explain how they are used: fermata, breath marks, interval, bar lines, accidental, bass clef, treble clef, enharmonics, melody, harmony, anacrusis (pick-up notes).

#### **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 readiness level and learning style. The needs of diverse learners are met through a variety of techniques.

A. Presentation of music concepts:

1. Visual examples
2. Aural perception exercises
3. Demonstration
4. Lecture
5. Performance and critique
6. Instructional technology

B. Reinforcement of instrumental concepts:

1. Breathing exercises
2. Articulation exercises
3. Rhythm exercises
4. Modeling
5. Improvisation

C. Analysis and discussions of instrumental nuances:

1. Intonation
2. Instrumental range
3. Maintenance of instrument and accessories

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

#### **V. EVALUATION**

Students are evaluated through the following methods:

- A. Performances that are orally critiqued
- B. Playing quizzes on repertoire and exercises
- C. Written quizzes to evaluate understanding of elements and principles of music
- D. Class participation
- E. Student – teacher conferences
- F. Performances at school concerts and recitals
- G. Digital recordings and assessment software.

## **VI. PROFESSIONAL DEVELOPMENT**

Opportunities for professional development 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**

**STANDARD 1.1:** The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**STANDARD 1.2:** History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

**STANDARD 1.3:** Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**STANDARD 1.4:** Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

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

## APPENDIX II

### **National Core Arts Anchor Standards**

**ANCHOR STANDARD 1** Generate and conceptualize artistic ideas and work.

**ANCHOR STANDARD 2** Organize and develop artistic ideas and work.

**ANCHOR STANDARD 3** Refine and complete artistic work.

*The entire standards document may be viewed at <https://www.nationalartsstandards.org>*

## APPENDIX III

### **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 IV

### **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 V

### **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 VI

### New Jersey Core Curriculum Content 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 VII

### 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 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
<b>ENGLISH LANGUAGE LEARNERS</b>

**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
<b>REVIEW/EVALUATION</b>
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
<b>STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS RESOURCE MANUAL)</b>
<b>ACADEMICS</b>
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
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

**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

### **8<sup>th</sup> GRADE BAND**

School ..... Intermediate School  
 Department..... Visual & Performing Arts  
 Length of Course..... Full Year  
 Grade Level..... 8th  
 Prerequisite ..... Teacher recommendation and assessment  
 Date .....

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

Eighth-grade band is a full-year elective course that offers students a richer instrumental experience expanding on previous music knowledge gained in the sixth and seventh grade. Students continue to develop technical skills and proficiencies on their instrument, in addition to improving overall ensemble skills. The quality and depth of performance repertoire increases in the eighth-grade. This provides greater challenges and a more meaningful experience for students. Multiple performances are required throughout the school year.

Prior instrumental music experience is required. Fundamental skills developed through eighth grade provide the foundation to continue at the high school level.

#### **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. Reinforce further interest and understanding of music by acquiring advanced knowledge and appreciation of music repertoire

*NJ Student Learning Standards for Visual and Performing Arts 1.1, 1.3, 1.4*  
*NJ Student Learning Standards for Social Studies 6.1 6.2*  
*NJ Student Learning Standards for Technology 8.1*  
*NJ Student Learning Standards for 21st-Century Life and Careers CRP12*  
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2*  
*NJ Competencies for Social and Emotional Learning*  
*Self-Awareness: recognize one’s feelings and thoughts*

**B. Advance technical proficiency as individual instrumentalists, thus improving ensemble skills**

*NJ Student Learning Standards for Visual and Performing Arts 1.1, 1.3*  
*NJ Student Learning Standards for Comprehensive Health and 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 CRP8*  
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2*  
*NJ Student Learning Standards for Mathematical Practice SMP1, SMP2, SMP4, SMP6, SMP7, SMP8*

**C. Increase, at a greater level, autonomy in learning to improve practice habits**

*NJ Student Learning Standards for Visual and Performing Arts 1.1, 1.3*  
*NJ Student Learning Standards for Comprehensive Health and Physical Education 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 CRP2*  
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2*  
*NJ Student Learning Standards for Mathematical Practice SMP1, SMP2, SMP6, SMP7, SMP8*  
*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. Enhance and demonstrate knowledge of the elements of music in small-and large-group settings (e.g. rhythm, pitch, dynamics, tempo, articulation, tone, etc.)**

*NJ Student Learning Standards for Visual and Performing Arts 1.1*  
*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 CRP4*  
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2*  
*NJ Student Learning Standards for Mathematical Practice SMP1, SMP2, SMP4, SMP6, SMP7, SMP8*

**E. Identify and demonstrate an understanding of various styles of music from historical periods, (e.g. march, sonata, waltz, theme and variation, etc. from the Renaissance, Baroque, Classical, Romantic, Modern, and Jazz periods) and how these styles are socially and culturally influenced**

*NJ Student Learning Standards for Visual and Performing Arts 1.2, 1.4*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2*  
*NJ Student Learning Standards for World Languages 7.1*  
*NJ Student Learning Standards for 21st-Century Life and Careers CRP8*  
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2*  
*NJ Student Learning Standards for Mathematical Practice SMP7, SMP8*

**F. Perform a variety of repertoire with increased agility, relating to various cultures (e.g. American, European, African-American, Latin-American, Asian, etc.)**

*NJ Student Learning Standards for Visual and Performing Arts 1.1, 1.2, 1.3*  
*NJ Student Learning Standards for Science: Science and Engineering Practices P1-6, 8*  
*NJ Student Learning Standards for Social Studies 6.2*  
*NJ Student Learning Standards for World Languages 7.1*  
*NJ Student Learning Standards for 21st-Century Life and Careers CRP12*  
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2*  
*NJ Competencies for Social and Emotional Learning*  
*Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds*

G. 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 1.1*

*National Core Arts Anchor Standards 1, 2, 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 our student population. Students' backgrounds as well as a range of multicultural experiences are embraced and actively related to classroom activities and performances within the total music program.

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

This course expands upon the conceptual 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, and rhythmic exercises, students increase and improve their musical knowledge in the following areas:

#### A. Technical Skills (suggested time 5 – 6 weeks)

1. Explain the importance of using proper posture and playing position
2. Describe the characteristics of good posture and rest position
3. Use proper diaphragmatic breathing techniques
4. Model correct embouchure
5. Percussionists: model proper stick grip, setup, and stroke guidelines
6. Percussionists: explain importance of using and practicing proper technique

#### B. Tone/ Intonation (suggested time 5 – 6 weeks)

1. Demonstrate a characteristic tone quality
2. Explain how one creates a characteristic tone
3. Distinguish natural instrumental pitch tendencies and explain how to adjust and correct
4. Assess intonation flaws and correct while playing

#### C. Articulation (suggested time 4 – 5 weeks)

1. Demonstrate an advanced level of articulation between tonguing and slurring
2. Recognize, identify and demonstrate legato, tenuto, staccato, marcato, and accent markings
3. Employ correct usage of airflow to produce appropriate articulations

- D. Rhythm, Tempo, and Time Signatures (suggested time 7 – 8 weeks)
1. Subdivide music using whole, half, dotted quarter, quarter, eighth, dotted eighth, sixteenth, and triplet note values
  2. Explain how rhythms and beat are subdivided
  3. Subdivide syncopated and tied rhythms
  4. Keep a steady tempo while playing, at both fast and slow tempi
  5. Accurately subdivide the beat in 4/4, 3/4, 2/4, 2/2, 5/4, 3/2, 6/8 and 3/8 time signatures
  6. Differentiate between simple and compound meter
- E. Scales and Rudiments (suggested time 5 – 6 weeks)
1. Perform all major scales, at least one octave
  2. Construct a major scale, from a given root note, using whole and half steps
  3. Compare and contrast major and minor scales
  4. Perform F and Bb concert chromatic scales
  5. Percussionists only: Perform Percussive Arts Society International Drum Rudiments #1-4, 6, 7, 9, 10, 16- 22, 31-32
- F. Symbols and Terms (suggested time 4 – 5 weeks)
1. Accurately interpret and perform the following dynamic markings: pp, p, mp, mf, f, ff, crescendo and decrescendo, diminuendo, forte-piano
  2. Explain and model the following tempo indications: *largo*, *adagio*, *andante*, *moderato*, *maestoso*, *allegretto*, *allegro*, *presto*, *vivace*, *ritardando*, *accelerando*, *allargando*, *a tempo*, *rallantando*
  3. Accurately interpret the following articulation styles: slur, accent, staccato, tenuto, legato- accent, marcato, sforzando
  4. Identify, define, and apply the following structural symbols: repeat sign, first and second endings, one-measure repeat sign, D.S. and D.C. al fine, coda, key changes, time changes
  5. Identify the following terms and symbols commonly found in music or a music rehearsal and explain their use: fermata, breath marks, solo/soli/tutti, duet, interval, bar lines, accidental, bass clef, treble clef, enharmonics, melody, harmony, anacrusis.

#### **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 readiness level and learning style. The needs of diverse learners are met through a variety of techniques.

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

- B. Reinforcement of instrumental concepts
  - 1. Breathing exercises
  - 2. Articulation exercises
  - 3. Rhythm exercises
  - 4. Modeling
  - 5. Improvisation
- C. Analysis and discussions of instrumental nuances
  - 1. Intonation
  - 2. Instrumental range
  - 3. Maintenance of instrument and accessories
- D. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

## **V. EVALUATION**

Students are evaluated through the following methods:

- A. Playing quizzes on repertoire and exercises
- B. Performances that are orally critiqued
- C. Written quizzes to evaluate understanding of elements and principles of music
- D. Class participation
- E. Student – teacher conferences
- F. Performances at school concerts and recitals
- G. Digital recording assessment software.

## **VI. PROFESSIONAL DEVELOPMENT**

Opportunities for professional development 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

**STANDARD 1.1:** The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**STANDARD 1.2:** History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

**STANDARD 1.3:** Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**STANDARD 1.4:** Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

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

## APPENDIX II

### National Core Arts Anchor Standards

**ANCHOR STANDARD 1** Generate and conceptualize artistic ideas and work.

**ANCHOR STANDARD 2** Organize and develop artistic ideas and work.

**ANCHOR STANDARD 3** Refine and complete artistic work.

*The entire standards document may be viewed at <https://www.nationalartsstandards.org>*

## APPENDIX III

### 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 IV

### 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 V**

### **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 VI**

### **New Jersey Core Curriculum Content 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 VII

### 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 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

**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
<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>

**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

**GIFTED AND TALENTED STUDENTS**

**CURRICULUM**

Acceleration

Compacting

Telescoping

Advanced Placement Courses

**INSTRUCTION**

Grouping

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**WESTFIELD PUBLIC SCHOOLS**  
**Westfield, New Jersey**

*Office of Instruction*

Course of Study

**SUSTAINABLE DESIGN**

School ..... Westfield High School  
Department..... Practical Arts  
Length of Course..... Full Year  
Credits .....5  
Grade Level(s) ..... 10-12  
Prerequisite ..... None  
Date.....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

Sustainable Design is a full-year engineering elective course open to sophomores, juniors, and seniors who have an interest in engineering, architectural design, and sustainability. It is offered as a parallel course to Engineering & Design, which is a full-year general engineering course that follows the Engineer Your World (EYW) curriculum from the University of Texas at Austin. Both courses challenge students to complete hands-on, data-centered units of instruction while working in teams to solve problems.

In this year-long Sustainable Design course, students will learn about sustainability as they go through the process of designing and building a structure for a specific location and purpose. Students will use Computer-Aided Design (CAD) to design a structure, research the building site’s geographic location, harness environmental resources for power and energy, research environmentally-friendly building materials, and build a scaled model of the structure.

By the end of the course, students should know how engineers are playing a part in sustainability in the world today, and what they can do as adults to incorporate sustainability into their homes and towns. This course will challenge students to shift their thinking about current practices in building and design, as well as how they look at the designed world. Sustainable Design meets a graduation requirement for Practical Arts.

## II. OBJECTIVES

The following objectives are aligned with the New Jersey Student Learning Standards for: Technology, 21<sup>st</sup> Century Life and Careers, Science, Career Ready Practices, English Language Arts, and the New Jersey Competencies for Social and Emotional Learning.

**A. Identify and practice norms, habits of mind, and safety procedures for the engineering classroom**

*NJ Student Learning Standards for Technology 8.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST.3*

*New Jersey Competencies for SEL: Responsible Decision-Making*

**B. Differentiate among the three different aspects of sustainability and demonstrate the presence of each in a model structure**

*NJ Student Learning Standards for Technology 8.2*

*NJ Career Ready Practices CRP5*

**C. Evaluate the energy consumption of a structure**

*NJ Student Learning Standards for Technology 8.1, 8.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AG-NR.2, 9.3.ST.2, 9.3.ST*

*ET.5, 9.3.ST -SM.4*

*-ET.1, 9.3.ST-*

**D. Research and understand the impact of natural resources on sustainable design for a particular geographic location, including water, wind, and sun**

*NJ Student Learning Standards for Technology 8.1, 8.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AG-NR.2, 9.3.12.AC-DES.1, 9.3.12.AC-DES.2, 9.3.ST -SM.4*

*NJ Student Learning Standards for Science: HS-ESS3-2, HS-ESS3-4*

*NJ Career Ready Practices CRP5, CRP7*

*NJ Student Learning Standards for English Language Arts, Progress Indicators for Reading Science and Technical Subjects, RST.11-12.1-10.*

**E. Research and experiment with different renewable energy sources to determine the most efficient source for a particular geographic location**

*NJ Student Learning Standards for Technology 8.1, 8.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AG-NR.2, 9.3.12.AC-DES.1, 9.3.12.AC-DES.2, 9.3.12.AC-DES.3, 9.3.ST.2, 9.3.ST*

*SM.4*

*NJ Student Learning Standards for Science: HS-ESS3-2, HS-ESS3-4*

*NJ Career Ready Practices CRP6, CRP7, CRP8*

*NJ Student Learning Standards for English Language Arts, Progress Indicators for Reading Science and Technical Subjects, RST.11-12.1-10.*

*New Jersey Competencies for SEL: Responsible Decision-Making*

*-ET.1, 9.3.ST- ET.2, 9*

**F. Identify environmentally-friendly materials for architectural design**

*NJ Student Learning Standards for Technology 8.1, 8.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AG-NR.2, 9.3.12.AC-DES.1*

*NJ Career Ready Practices CRP5, CRP6, CRP7, CRP8*

*New Jersey Competencies for SEL: Responsible Decision-Making*

**G. Minimize waste in the design of a structural system to ensure it aligns with sustainable design principles**

*NJ Student Learning Standards for Technology 8.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AC-DES.1, 9.3.12.AC-DES.3, 9.3.ST 9.3.ST -ET.5, 9.3.ST- SM.2*

*NJ Student Learning Standards for Science: HS-ETS1-1*

*NJ Career Ready Practices CRP5, CRP6, CRP8*

*-ET.1,*

H. Apply the engineering design process to design a sustainable structure that will solve a problem for a client

*NJ Student Learning Standards for Technology 8.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AC-DES.1, 9.3.12.AC-DES.2, 9.3.12.AC-DES.3, 9.3.12.AC-DES.5, 9.3.12.AC-DES.6, 9.3.ST*

*-ET.4, 9.3.ST- ET.5, 9.3.ST- SM.2*

*NJ Student Learning Standards for Science: HS-ETS1-2, HS-ETS1-3, HS-ESS3-2, HS-ESS3-4*

*NJ Career Ready Practices CRP5, CRP6, CRP8*

I. Design a structure in a Computer-Aided Drawing (CAD) program that incorporates all sustainable design principles and serves as a blueprint for a scaled model

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AC.1, 9.3.12.AC-DES.2, 9.3.12.AC-DES.6, 9.3.ST*

*-ET.3*

*NJ Career Ready Practices CRP6, CRP11*

J. Develop a general understanding of and ability to take part in architectural design

*NJ Student Learning Standards for Technology 8.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AC.1, 9.3.12.AC-DES.6, 9.3.ST*

*-SM.2*

*NJ Career Ready Practices CRP8*

K. Build a scaled model of a structure using appropriate tools and materials and adhering to safety guidelines

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AC.6, 9.3.12.AC-DES.6, 9.3.ST*

*-SM.2*

*NJ Student Learning Standards for Science: HS-ETS1-2, HS-ETS1-3*

L. Monitor a design to assess its adherence to sustainable design principles

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST.2*

*NJ Career Ready Practices CRP5*

M. Evaluate the importance of sustainable design in the world today

*NJ Student Learning Standards for Technology 8.1, 8.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AG-NR.2, 9.3.12.AC-DES.3, 9.3.12.AC-DES.5, 9.3.ST*

*-SM.4*

*NJ Student Learning Standards for Science: HS-ESS3-4*

*NJ Career Ready Practices CRP5*

N. Collaborate with peers by researching, investigating, presenting, offering feedback and celebrating group victories through student partnerships

*NJ Career Ready Practices CRP1, CRP4*

*NJ Student Learning Standards for English Language Arts NJSLSA.SL1-SL6*

*New Jersey Competencies for SEL: Social Awareness*

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

A. Introduction to Engineering (~2 weeks)

1. Design process
2. Habits of Mind
3. Class norms
4. Safety

- B. Introduction to Sustainability (~2 weeks)
  - 1. Definition of sustainability
  - 2. Aspects of sustainability
    - a. Environmental
    - b. Economic
    - c. Social
  
- C. Sustainable Design Principles (~12 weeks)
  - 1. Natural resources at a building site
  - 2. Eco-friendly products and materials
    - a. Sourcing
    - b. Maintenance and care
    - c. Longevity
  - 3. Reduction of non-renewable energy consumption
  - 4. Minimization of waste
  - 5. Creation of healthy, productive environments
  - 6. Utilization of renewable energy sources
  - 7. Execution and application of research for each design principle
  
- D. Architectural Design (~4 weeks)
  - 1. Geographical analysis
  - 2. Structure
  - 3. Energy, heating and cooling
  - 4. Water supply and waste
  
- E. Computer-Aided Design (CAD) (~16 weeks)
  - 1. Fundamentals - symbols, procedures
  - 2. Floor plans
  - 3. Incorporation of electric, plumbing
  - 4. Elevation design
  
- F. Assessing Design (~2 weeks)
  - 1. Evaluating design through state/national standards
    - a. Leadership in Energy and Environmental Design (LEED) certification
    - b. Sustainable Jersey
  - 2. Monitoring design in relation to sustainability goals
    - a. Carbon footprint
    - b. Energy input, output
    - c. Environmental goals that are being used as a model

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

Teachers employ a variety of teaching methodologies and instructional approaches to accommodate differences in readiness levels, learning styles and the diversity of learners. In order to differentiate instruction based upon student readiness, the teacher will vary the pace, complexity and depth of instruction. Techniques include, but are not limited to:

- A. Demonstration/modeling
- B. Discussion/debate
- C. Reading
- D. Teacher-directed, whole-group instruction
- E. Experimentation
- F. Video with corresponding activities
- G. Writing assignments
- H. Projects and student-generated presentations
- I. Research projects using web-based resources as well as magazines, books, interviews, etc.
- J. Flexible grouping
- K. Use of technology
- L. Hands-on activities
- 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**

Multiple techniques are employed to measure and assess student performance in this hands-on, problem-based course. Evaluation tools include, but are not limited to, the following:

- A. Engineering notebook - notes, sketches, data tables, reflections
- B. Self- and peer assessments
- C. CAD exercises and projects
- D. Evaluation of project work
- E. Presentations
- F. Reports.

#### **VI. PROFESSIONAL DEVELOPMENT**

The following recommended activities support the curriculum and provide opportunities for the teacher's continued professional development:

- A. Professional development within district
- B. Additional professional development outside district, including college courses on sustainable design
- C. State and national conferences
- D. Visiting and/or networking with colleagues in New Jersey schools
- E. Professional organizations.

## APPENDIX I

### **New Jersey Student Learning Standards For Technology**

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

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

*The entire standards document may be viewed at <https://www.nj.gov/education/aps/cccs/tech/>*

## APPENDIX II

### **New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers**

**Career Cluster® : Agriculture, Food & Natural Resources (AG), Pathway: Natural Resources Systems (AG-NR)**

9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.

**Career Cluster® : Architecture & Construction (AC)**

9.3.12.AC.1 Use vocabulary, symbols and formulas common to architecture and construction.

9.3.12.AC.6 Read, interpret and use technical drawings, documents and specifications to plan a project.

**Pathway: Design/Pre** **-construction (AC- DES)**

9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data.

9.3.12.AC-DES.3 Describe the requirements of the integral systems that impact the design of buildings.

9.3.12.AC-DES.5 Identify the diversity of needs, values and social patterns in project design, including accessibility standards.

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

## **Career Cluster® : Science, Technology, Engineering & Mathematics (ST)**

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

### **Pathway: Engineering & Technology Career Pathway (ST-ET)**

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.

9.3.ST-ET.2 Display and communicate STEM information.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of the design process.

9.3.ST-ET.5 Apply the knowledge learned in STEM to solve problems.

### **Pathway: Science & Mathematics Career Pathway (ST SM)**

9.3.ST-SM.1 Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.

9.3.ST-SM.2 Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2014/career/93.pdf>*

## **APPENDIX III**

### **New Jersey Student Learning Standards for Science / Next Generation Science Standards**

#### **Engineering Design**

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

*The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2016/science/HS-ETS1.pdf>*

### **Earth and Human Activity**

HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

*The entire standards document may be viewed at f <https://www.state.nj.us/education/cccs/2016/science/HS-ESS3.pdf>*

## **APPENDIX IV**

### **New Jersey Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

*The entire standards document may be viewed  
at <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>*

## **APPENDIX V**

### **New Jersey Student Learning Standards for English Language Arts**

#### **Anchor Standards for Speaking and Listening**

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

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

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

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

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

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

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>*

### **Progress Indicators for Reading Science and Technical Subjects**

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  
Integration of Knowledge and Ideas

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>*

## **APPENDIX VI**

### **New Jersey Competencies for Social and Emotional Learning**

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

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

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

## APPENDIX VII

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

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

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

<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)

<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

**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

**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