Attachment #1
May 5, 2020

# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

***Office of Instruction***

Course of Study

# AP ENVIRONMENTAL SCIENCE – 7371

School ..... Westfield High School
Department ..... Science
Length of Course ..... One Year
Credit ..... 6.0
Grade Level ..... 10, 11, and 12
Prerequisites ..... Biology I & Chemistry I
Date .....

## I. RATIONALE, DESCRIPTION AND PURPOSE

Advanced Placement (AP) Environmental Science is an interdisciplinary laboratory and field-based science course designed to provide students with a comprehensive, in-depth understanding of environmental science. Students study concepts from earth science, biology, chemistry, and physics, and relate these concepts to the natural world.

The content of the course is organized into four "big ideas" which are energy transfer, interactions between Earth's systems, interactions between different species and the environment, and sustainability. In addition, a requirement of the AP Environmental Science course is to have an understanding of relevant legislation and environmental policies. The framework emphasizes instruction that promotes enduring, conceptual understandings. By de-emphasizing factual recall, the framework allows more time for inquiry-based learning of essential concepts and helps students develop the reasoning skills necessary to engage in science practices to understand real-world issues. This course also provides students with insight to career pathways related to the Environmental Sciences.

AP Environmental Science is a college-level course designed for students with solid skills in the sciences. The course follows the College Board syllabus, prepares students for success on the AP Environmental Science exam, and is equivalent to an introductory semester course at colleges and universities.

## II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for Science, the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology, and 21st Century Life and Careers.

**Science Practices**

Students:

A. Demonstrate proper lab technique and safety precautions when working with equipment in a laboratory and field setting
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P3*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2*

B. Understand and differentiate between the interdependence of science and technology
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P6*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP11*

C. Utilize acute observation skills to formulate testable questions and hypotheses and then apply logic in interpreting their observations to design and conduct controlled experiments using various laboratory techniques
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,2,3*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects RST.11-12.3*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,6,8*

D. Collect qualitative and quantitative data, present it in table and graph form, analyze it and arrive at a conclusion that evaluates the data for sources of error and poses new hypotheses for communication and further study
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P4,6,7,8*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects RST.11-12.4*
*New Jersey Student Learning Standards for Mathematical Practice SMP4*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

E. Recognize that scientific knowledge is tentative and predictions or explanations can be revised as new evidence emerges, and evaluate the strength of scientific arguments based on the quality of the data and evidence presented
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P4,7,8*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects RST.11-12.8*
*New Jersey Student Learning Standards for Mathematical Practice SMP8*

F. Communicate with others to test new ideas, solicit and provide feedback, articulate and evaluate emerging explanations, develop shared representations and models, and reach consensus
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,7,8*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.1, 11-12.8*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP4,8*
*New Jersey Student Learning Standards for Mathematical Practice SMP3*

G. Demonstrate proficiency in the use of laboratory technology including, but not limited to, data collection probe ware, video analysis software and research microscopes.
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P3*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects RST.11-12.9*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,11*

**Environmental Science Practices:**

Students:

**College Board AP Environmental Science Big Idea #1 Energy Transfer**

A. Construct a model to describe the flow and conversion of energy
*New Jersey Student Learning Standards for Science HS-LS2-4, HS-LS 2-5, HS-ESS-2-4*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5 8*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for Mathematical Practice SMP4*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4*

B. Analyze drawbacks and benefits of proposed technical solutions designed to reduce negative impacts of human energy demand on natural systems
*New Jersey Student Learning Standards for Science: HS-ESS 3-4, HS-ESS3-6*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,6,8*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, 12.9*
*New Jersey Student Learning Standards for Mathematical Practice SMP1,2*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

**College Board AP Environmental Science Big Idea #2 Interactions between Earth's systems**

C. Contrast biogeochemical cycles of matter in Earth's systems
*New Jersey Student Learning Standards for Science: HS-ESS2-6*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P4,6,7,8*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8*

D. Interpret real-time or simulated data and graphs/ models of Earth's internal and surface processes and predict future movements of continental, oceanic crust and plate tectonics
*New Jersey Student Learning Standards for Science HS-ESS1-5, HS-ESS-2-1*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,7,8*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects RST.11-12.4*
*New Jersey Student Learning Standards for Mathematical Practice SMP4,5,6*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

E. Synthesize geoscience data and the results from global climate models to propose an evidence-based forecast of the current rate of global or regional climate change along with associated future impact to Earth's systems
*New Jersey Student Learning Standards for Science HS-ESS 3-5*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,5,6,7,8*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, RST.11-12.4, RST.11-12.8, RST.11-12.9*
*New Jersey Student Learning Standards for Mathematical Practice SMP1,2,3,7*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

F. Apply geoscience data to support the claim that a change in Earth's surface can create feedback mechanisms that cause other Earth's systems to change
*New Jersey Student Learning Standards for Science HS-ESS2-2, HS-ESS 2-5, HS-ESS 3-5*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,5,6,7,8*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, RST.11-12.4, RST.11-12.8, RST.11-12.9*
*New Jersey Student Learning Standards for Mathematical Practice SMP1,2,3,7*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

**College Board AP Environmental Science Big Idea #3 Interactions between different species and the environment**

G. Demonstrate understanding of the relationship between economic factors and their impact on pollution, population patterns and disease patterns globally
*New Jersey Student Learning Standards for* Science *HS-LS2-2*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,6,7,8*
*New Jersey Student Learning Standards for Social Studies 6.2.12.B.6.a*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, WHST.11-12.9*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8*

H. Illustrate how direct harvesting, pollution, atmospheric changes, and natural disasters affect population dynamics in given ecosystems based on data and accepted mathematical models
*New Jersey Student Learning Standards for Science HS-LS2-2; HS-LS2-6*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,5,6,7*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, WHST.11-12.9, RST.11-12.4, RST.11-12.8, RST.11-12.9*
*New Jersey Student Learning Standards for Mathematical Practice SMP1,2,3*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

I. Utilize mathematical representations to support how various factors affect carrying capacity of ecosystems at different scales
*New Jersey Student Learning Standards for Science HS-LS2-2*
*New Jersey Student Learning Standards for Science and Engineering Practices P1,2,3,4,5,6,7,8*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for Mathematical Practice SMP1,2,4,5,6*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,11*

J. Formulate an explanation based on evidence showing how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
*New Jersey Student Learning Standards for Science HS-ESS 3-1*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,5,6,7*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, WHST.11-12.9, RST.11-12.4, RST.11-12.8, RST.11-12.9*
*New Jersey Student Learning Standards for Mathematical Practice SMP1,2,3*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

K. Assess technical solutions that reduce impacts of human activities on natural systems
*New Jersey Student Learning Standards for Science HS-ESS 3-1, HS-ESS 3-4, HS-ESS3-6*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,5,6,7*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, 11-12.9, RST.11-12.4, RST.11-12.8, RST.11-12.9*
*New Jersey Student Learning Standards for Mathematical Practice SMP1,2,3*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

## College Board AP Environmental Science Big Idea #4 Sustainability

L. Model the relationships between Earth's systems and resource management and how ineffective management impacts sustainability, populations and biodiversity
*New Jersey Student Learning Standards for Science HS-ESS 3-1, HS-ESS 3-3, HS-ESS3-6*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,5,6,7*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, 11-12.9, RST.11-12.4, RST.11-12.8, RST.11-12.9*
*New Jersey Student Learning Standards for Mathematical Practice SMP1,2,3*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

M. Evaluate, and compare and contrast technical solutions that reduce impacts of human activities on natural systems
*New Jersey Student Learning Standards for Science HS-ESS 3-1, HS-ESS 3-3, HS-ESS3-6*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,5,6,7*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, 11-12.9, RST.11-12.4, RST.11-12.8, RST.11-12.9*
*New Jersey Student Learning Standards for Mathematical Practice SMP 1,2,3*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8*

N. Generate a plan to protect biodiversity and maintain ecosystem function
*New Jersey Student Learning Standards for Science HS-ESS 4-6, HS-LS2-7*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,5,6,7,8*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for Mathematical Practice SMP4*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8*

O. Compile evidence of how humans intentionally and unintentionally modify ecosystems, as a result of population growth, technology, and consumption and illustrate how it threatens current local and global ecosystem stability and biodiversity.
*New Jersey Student Learning Standards for Science HS-LS2-1, HS-LS2-2, HS-LS2-7, HS-LS4-6*
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,4,5,6,7,8*
*New Jersey Student Learning Standards for Social Studies 6.1.12.B.16.a*
*New Jersey Student Learning Standards for Educational Technology 8.1*
*New Jersey Student Learning Standards for ELA: Science & Technical Subjects WHST.11-12.8, WHST.11-12.9*
*New Jersey Student Learning Standards for Mathematical Practice SMP4*
*New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8*

## III. CONTENT, SCOPE AND SEQUENCE

The four big ideas of the course are energy transfer, interactions between Earth's systems, interactions between different species and the environment, and sustainability. Due to the integrated and nonlinear nature of the course content, the units that comprise this course may be taught in any logical sequence. In addition, a requirement of the AP Environmental Science course is to have an understanding of relevant legislation and environmental policies. The science practices incorporated throughout the course include concept explanation, visual representations, text analysis, scientific experiments, data analysis, mathematical routines, and environmental solutions.

A. The living world: ecosystems
   1. Introduction to ecosystems
   2. Terrestrial biomes and aquatic biomes
   3. The carbon, nitrogen and phosphorus cycle
   4. The hydrologic cycle
   5. Primary productivity
   6. Trophic levels
   7. Energy flow and the 10% rule
   8. Food chains and webs

B. The living world: biodiversity
   1. Introduction to biodiversity
   2. Ecosystem services
   3. Island biogeography
   4. Ecological tolerance
   5. Natural disturbances to ecosystems
   6. Adaptations
   7. Ecological succession

C. Populations
   1. Generalist and specialist species
   2. K-selected and r-selected species
   3. Survivorship curves
   4. Carrying capacity
   5. Population growth and resource availability
   6. Age structure diagrams
   7. Total fertility rate
   8. Human population dynamics
   9. Demographic transition

D. Earth's systems and resources
    1. Plate tectonics
    2. Soil formation and erosion
    3. Soil composition and properties
    4. Earth's atmosphere
    5. Global wind patterns
    6. Watersheds
    7. Solar radiation and Earth's seasons
    8. Earth's geography and climate
    9. El Nino and La Nina

E. Land and water use
    1. The Tragedy of the Commons
    2. Clearcutting
    3. The Green Revolution
    4. Impacts of agricultural practices
    5. Irrigation methods
    6. Pest control methods
    7. Meat production methods
    8. Impacts of overfishing
    9. Impacts of mining
    10. Impacts of urbanization
    11. Ecological footprints
    12. Introduction to sustainability
    13. Methods to reduce urban runoff
    14. Integrated pest management
    15. Sustainable agriculture
    16. Aquaculture
    17. Sustainable forestry

F. Energy resources and consumption
    1. Renewable and nonrenewable resources
    2. Global energy consumption
    3. Fuel types and uses
    4. Distribution of natural energy resources
    5. Fossil fuels
    6. Nuclear power
    7. Energy from biomass
    8. Solar energy
    9. Hydroelectric power
    10. Geothermal energy
    11. Hydrogen fuel cell
    12. Wind energy
    13. Energy conservation

G. Atmospheric pollution
    1. Introduction to air pollution
    2. Photochemical smog
    3. Thermal inversion
    4. Atmospheric $CO_2$ and particulates
    5. Indoor air pollutants
    6. Reduction of air pollutants
    7. Acid rain
    8. Noise pollution

H. Aquatic and terrestrial pollution
    1. Sources of pollution
    2. Human impacts on ecosystems
    3. Endocrine disruptors
    4. Human impacts on wetlands and mangroves
    5. Eutrophication and thermal pollution
    6. Persistent organic pollutants (POPs)
    7. Bioaccumulation and bio-magnification
    8. Solid waste disposal
    9. Waste reduction methods and sewage treatment
    10. Lethal dose 50% ($LD_{50}$) and dose curve response
    11. Pollution and human health
    12. Pathogens and infectious diseases

I. Global change
    1. Stratospheric ozone depletion
    2. Reducing ozone depletion
    3. The Greenhouse Effect
    4. Increases in the greenhouse gases
    5. Global climate change
    6. Ocean warming
    7. Ocean acidification
    8. Invasive species
    9. Endangered species
    10. Human impacts on biodiversity

## IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Teaching techniques include, but are not limited to, the following:

A. Teacher-directed, whole-group instruction and modeling of procedures
B. Flexible grouping
C. Differentiated tasks
D. Field work, laboratory activities, demonstrations, and experiments that require collection, organization, representation, and analysis of data

E. Problem-based learning
F. Integration of technology into class activities
G. Visual models, animations, and videos to illustrate or enhance instruction
H. 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

The assessment tools the teacher employs to measure student mastery of course objectives include, but are not limited to, the following:

Baseline and benchmark assessments
A. Written tests and quizzes
B. Cumulative tests
C. Homework
D. Independent projects
E. Research papers and presentations
F. Laboratory assignments and participation
G. Field trip assignments and participation.

## VI. PROFESSIONAL DEVELOPMENT

A. Opportunities for professional development include:
B. Teacher workshops, teacher conferences, and conventions
C. Access to professional books and journals
D. Collaboration with other departments to coordinate activities
E. College courses
F. Collaboration with colleagues about homework, unit plans, and assessment
G. Professional organizations
H. Collaboration with colleagues in the science department and interdepartmental areas to discuss and reflect upon unit plans, homework and assessment.

# APPENDIX I

## Instructional Resources and Pacing Guide

Instructional resource: *Environmental Science for the AP Course,* Friedland & Relyea, Bedford, Freeman & Worth Publishers, 2019.

| Unit | Approximate number of teaching days |
|---|---|
| The Living World: Ecosystems | 14 - 17 |
| The Living World: Biodiversity | 11 - 14 |
| Populations | 12 - 15 |
| Earth Systems and Resources | 11 - 14 |
| Land and Water Use | 18 - 21 |
| Energy Resources and Consumption | 16 - 20 |
| Atmospheric Pollution | 11 - 15 |
| Aquatic and Terrestrial Pollution | 19 - 22 |
| Global Change | 19 - 22 |

# APPENDIX II

## New Jersey Student Learning Standards for Science

**HS-LS2-1.** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
**HS-LS2-2.** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
**HS-LS2-4.** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
**HS-LS2-5.** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
**HS-LS2-6.** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
**HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
**HS-LS4-6.** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
**HS-ESS1-5.** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

**HS-ESS2-1.** Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
**HS-ESS2-2.** Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.
**HS-ESS2-4.** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
**HS-ESS2-5.** Plan and conduct an investigation of the properties of water and its effects on Earth's materials and surface processes.
**HS-ESS2-6.** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
**HS-ESS3-1.** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
**HS-ESS3-3.** Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
**HS-ESS3-4.** Evaluate or refine technological solutions that reduce the impact of human activities on natural systems.
**HS-ESS3-5.** Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
**HS-ESS3-6.** Use a computational representation to illustrate the relationships among Earth's systems and how those relationships are being modified due to human activity.

## NGSS Appendix F - Science and Engineering Practices

**NGSS Appendix F – 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: http://www.state.nj.us/education/cccs/2016/science/ http://www.nextgenscience.org/next-generation-science-standards.*

# APPENDIX III

## New Jersey Student Learning Standards for Educational Technology

**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/education/cccs/2014/tech/*

# APPENDIX IV

## New Jersey Student Learning Standards for 21st Century Life and Careers

**Career Readiness Practices**

**CRP2**. Apply appropriate academic and technical skills
**CRP4**. Communicate clearly and effectively and with reason
**CRP6.** Demonstrate creativity and innovation
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them**.**
**CRP11**. Use technology to enhance productivity.

*The entire standards document may be viewed at http://www.state.nj.us/education/cccs/*

# APPENDIX V

## New Jersey Student Learning Standards for Social Studies

**6.1.12.B.16.a.** Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

**6.2.12.B.6.a**. Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

**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.11-12.8.** 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.
**WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

*The entire standards document can be viewed at http://www.state.nj.us/education/cccs/2016/ela/*

# APPENDIX VII

## New Jersey Student Learning Standards for Mathematical Practice

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

*The entire standards document may be viewed at http://www.state.nj.us/education/aps/cccs/math*

# APPENDIX VIII

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

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

| |
|---|
| Assist the student to keep only the materials required for the lesson on the desktop |
| Provide a seat away from distractions (or noise) |
| **MATERIAL/BOOKS/EQUIPMENT** |
| Allow use of a calculator |
| Allow use of a number line |
| Allow use of counting chips |
| Modify worksheets |
| Provide visual aids (pictures, flash cards, etc.) |
| Provide auditory aids (cues, tapes, etc.) |
| Use manipulatives |
| Provide hands-on learning activities |
| **INSTRUCTIONAL STRATEGIES** |
| Check work in progress |
| Provide immediate feedback |
| Provide extra drill/practice |
| Provide review sessions |
| Provide models |
| Highlight key words |
| Provide pictures/charts |
| Use mnemonics |
| Support auditory presentations with visuals |
| Have student restate information |
| Provide lecture notes/outline |
| Give oral reminders |
| Give visual reminders |
| Review directions |

| |
|---|
| Use graphic organizers |
| Assign partners |
| Repeat instructions |
| Display key vocabulary |
| Monitor assignments |
| Provide visual reinforcement |
| Provide concrete examples |
| Use vocabulary word bank |
| **ORGANIZATION** |
| Post assignments |
| Provide a desktop list of tasks |
| Give one paper at a time |
| Provide extra space for work |
| List sequential steps |
| Provide folders to hold work |
| Post routines |
| Use pencil box for tools |
| Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats |
| Give advance warning when transition is going to take place |
| Provide structure for success |
| Provide a contract, timer, etc., for self-monitoring |
| Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.) |
| **TEST/QUIZZES/TIME** |
| Give prior notice of test |
| Provide oral testing |
| Provide extra time for written work |

| |
|---|
| Provide modified tests |
| Rephrase test questions/directions |
| Preview test procedures |
| Provide shortened tasks |
| Provide extra time for tests |
| Read test to student |
| Provide test study guides |
| Limit multiple choice options |
| Provide extra time for projects |
| Pace long term projects |
| Simplify test wording |
| Provide hands-on projects |
| Allow extra response time |
| **ENGLISH LANGUAGE LEARNERS** |
| **GRADING** |
| Standard Grades vs. Pass/Fail |
| **CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT** |
| Pre K-K WIDA CAN DO Descriptors |
| Grades 1-2 WIDA CAN DO Descriptors |
| Grades 3-5 WIDA CAN DO Descriptors |
| Grades 6-8 WIDA CAN DO Descriptors |
| Grades 9-12 WIDA CAN DO Descriptors |
| **SIOP COMPONENTS AND FEATURES** |
| **PREPARATION** |
| Write content objectives clearly for students |
| Write language objectives clearly for students |
| Choose content concepts appropriate for age and educational background levels of students |

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| 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 |

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| 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 |

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| Modify curriculum content based on student's ability level |
| Reduce readability level of materials |
| Allow typed rather than handwritten responses |
| Use of calculator |
| Use of a math grid |
| Provide models/organizers to break down independent tasks |
| Access to electronic text (e.g. Downloaded books) |
| Provide books on tape, CD, or read aloud computer software |
| Provide opportunities for using a Chromebook as well as assistive technologies |
| Provide buddy system |
| Adjust activity, length of assignment, and/or number of problems, including homework |
| Provide assessments in a small group setting |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| **SOCIAL/EMOTIONAL** |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |

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| 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 |

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| Permit the use of headphones while working |
| **SCHOOL REFUSAL/ELEVATED ABSENTEEISM** |
| Attendance plan |
| **GIFTED AND TALENTED STUDENTS** |
| **CURRICULUM** |
| Acceleration |
| Compacting |
| Telescoping |
| Advanced Placement Courses |
| **INSTRUCTION** |
| Grouping |
| Independent Study |
| Differentiated Conferencing |
| Project-Based Learning |
| Competitions |
| Cluster Grouping Model with Flexible Grouping |
| Differentiated Instruction |
| Summer Work |
| Parent Communication |

# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

***Office of Instruction***

Course of Study

# CONCERT BAND – 1360

School.....Westfield High School
Department ..... Visual and Performing Arts
Credit ..... 5.0
Grade Level.....9 - 10
Prerequisite ..... Teacher recommendation and assessment
Date .....

## I. RATIONALE, DESCRIPTION, AND PURPOSE

Concert Band is a full year course designed primarily to provide intermediate ninth and tenth grade students with a foundation in all aspects of reading, playing and understanding music. It builds upon the knowledge and technical skills acquired by the student up to the ninth and/or tenth grade. It enables students to make informed critical and aesthetic judgments, build self-assessment skills, and understand the historical and cultural influences of music.

Prior instrumental music experience is required. Students are expected to demonstrate a proficiency level aligned with the benchmarks set forth in the 8$^{th}$ grade band curriculum. Ninth and/or tenth grade band students are expected to have reached a proficiency level on their instruments conducive to playing intermediate level music. Students are assessed in the spring of the year prior to determining proper placement in the high school band program. The course continues developing technical skills applicable to their respective instrument.

The goal of Concert Band is to develop an artistically informed student, knowledgeable of musical terminology, symbols, history, and to help him/her become technically competent on his/her instrument, self-assessing his/her own progress and performance.

## II. OBJECTIVES

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

A. Define fundamental instrumental technique which include breath control, intonation, articulation and technical facility
*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 CRP12*
*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, SMP4, SMP6, SMP7, SMP8*

B. Perform intermediate level rhythms by playing in simple, compound and asymmetrical meters
*NJ Student Learning Standards for Visual and Performing Arts 1.3*
*NJ Student Learning Standards for Technology 8.1*
*NJ Student Learning State 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. Define balance, blend, intonation and good listening skills within a large ensemble setting
*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*
*NJ Competencies for Social and Emotional Learning*
*Social-Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*

D. Identify a foundation of fundamental music knowledge including key signatures, transpositions, meters and terminology
*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 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*

E. Enhance aesthetic awareness in music through listening and playing intermediate level repertoire

*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 CRP2*
*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*

F. Define historical, social, and cultural influences to recognize and distinguish the following musical styles and eras: Romantic, 20th Century, Jazz, and Multicultural roots

*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 6.2*
*NJ Student Learning Standards for World Languages 7.1*
*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 SMP7, SMP8*
*NJ Competencies for Social and Emotional Learning*
*Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds*

G. Develop the ability to discuss the life and cultural/social influences upon the composers of the works being studied

*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 6.2*
*NJ Student Learning Standards for World Languages 7.1*
*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 SMP7, SMP8NJ Competencies for Social and Emotional Learning*
*Social-Awareness: Recognize and identify the thoughts, feelings, and perspectives of others*

H. Develop the ability to evaluate/critique performances

*NJ Student Learning Standards for Visual and Performing Arts 1.4*
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2*
*NJ Competencies for Social and Emotional Learning*
*Self-Awareness: Recognize one's personal traits, strengths and limitations*
*Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
*Social-Awareness: Demonstrate an understanding of the need for mutual respect when viewpoints differ*
*Responsible Decision-Making: Develop, implement, and model effective problem-solving and critical thinking skills*
*Relationship Skills: Utilize positive communication and social skills to interact effectively with others*

I. Demonstrate skills and understanding of elements of music through basic improvisation and composition. Conceive, organize, and develop artistic ideas and complete artistic work based on characteristic(s) of music studied in rehearsal.

*NJ Student Learning Standards for Visual and Performing Arts 1.1*
*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 students of diverse abilities to be consistently challenged.

This course expands upon the conceptual knowledge developed in the sixth, seventh, and eighth 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 at a fundamental level (suggested time 7-8 weeks)
   1. Demonstrate breath control and intonation
   2. Tune their own instrument and discern intonation in relationship to various ranges on their individual instrument
   3. Demonstrate correct body and instrument posture
   4. Use exercises designed to further support posture and embouchure

B. Scales, Articulations, Rudiments (suggested time 8-9 weeks)
   1. Play two octave chromatic scale and one octave major scales by memory starting at quarter note equals 60
   2. Play all notes at a fundamental level, on individual instruments, within the following ranges:
      a. Flute c1 to c 3, Oboe Bb to f3, Clarinet e-c3
      b. Saxophone Bb-f3, Bassoon Bb-g1
      c. Trumpet f#-c2, Trombone/Baritone Bb1-Bb4
   3. Further percussionist's abilities in basic rudiments

C. Rhythm and Meter Values (suggested time 7-8 weeks)
   1. Play and subdivide basic level rhythms through use of literature
   2. Play in simple and compound meters

D. Theory (suggested time 4-5 weeks)
   1. Identify all major key signatures
   2. Define the basic principle of transposition as it applies to the student's own instrument
   3. Perform simple and compound meters as it applies to counting and following a conductor
   4. Recognize and use standard music terminology as it applies to tempo, dynamics, and articulation

E. Historical/Cultural (suggested time 4-5 weeks)
   1. Develop a knowledge base of musical styles and languages from the Romantic and 20th Century eras of Western music
   2. Explore the Non-Western influences and inspirations for compositions.

## 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 the following:

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

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

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

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

## V. EVALUATION

Students are evaluated by the following methods:
A. Individual performance evaluations
B. Written assessments
C. Participation in required performances
D. Teacher observation of:
   1. Demonstrating the ability to play the musical selections taught using the principles emphasized
   2. Maintaining sound musical standards of performance
   3. Showing sensitivity in performance and in practices
   4. Actively following a conductor in rehearsal
   5. Mastering of technical skills
   6. Instructional technology

E. Adjudication at chosen festivals

F. Formative, summative and benchmark assessments.

## V. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including:

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

B. Access to books and professional journals to enhance development

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

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

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

# APPENDIX I

## New Jersey Student Learning Standards for Visual and Performing Arts

**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 21st Century Life and Careers

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

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

# APPENDIX XI

## New Jersey Competencies for Social and Emotional Learning

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

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

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

# APPENDIX XII

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

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

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| 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.) |

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| 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 |

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| 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 |

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| 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 |

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| 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 |
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| **ENGLISH LANGUAGE LEARNERS** |
| **GRADING** |
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| 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 |

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| 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 |

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| 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 |

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| 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) |

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

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| 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

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| **CURRICULUM** |

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| 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

# MARCHING BAND/COLOR GUARD – 1369

Schools.....Westfield High School
Department.....Visual and Performing Arts
Length of Course.....One Semester
Credit .....1.50
Grade Level.....9, 10, 11 & 12
Prerequisite..... Instrumental: Teacher Recommendation
Prerequisite.....Color Guard: None
Date.....

## I. RATIONALE, DESCRIPTION AND PURPOSE

Marching Band is recommended for students who have demonstrated a foundation in basic instrumental technique and musical knowledge and who have a desire to perform at football games, parades, and competitions. Color Guard is recommended for students interested in learning dance, flag, rifle and/or drill techniques and participating at football games, parades, and competitions with the Marching Band. Marching Band/Color Guard is a semester course that affords students educational opportunities for performance and the development of aesthetic sensitivity. Students perform at football games, pep rallies and community events including parades. In addition, students compete in marching band festivals with the culminating regional and state championships performed in large stadium settings. This experience develops musical knowledge as well as positive and enthusiastic attitudes toward participation in musical performance. Marching Band utilizes and reinforces musical skills developed in the curricular music ensembles; therefore, students who participate in Marching Band are encouraged to participate in other curricular music ensembles.

The Color Guard is an integral part of the Marching Band. The course is open to all students interested in learning how to perform with equipment such as a flag and/or saber. This unit strives to develop marching and drill techniques. These contributions are designed to visually enhance the musical performance.

A professional marching band staff is employed to assist in teaching students diverse styles and techniques associated with the activity. Students of all abilities and readiness levels are encouraged to join.

## II. OBJECTIVES

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

A. Enhance and demonstrate knowledge of fundamental instrumental techniques which include breath control, intonation, articulation and technical facility
*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 CRP12*
*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, SMP4, SMP6, SMP7, SMP8*

B. Perform basic rhythms and increase further rhythmic competency in simple, compound and asymmetrical meters
*NJ Student Learning Standards for Visual and Performing Arts 1.3*
*NJ Student Learning Standards for Technology 8.1*
*NJ Student Learning State 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. Demonstrate and improve the ability to follow the conductor and hear ones' own instrument
*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*

D. Implement and memorize interpretive markings in repertoire at public performances in a professional manner
*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 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*
*NJ Competencies for Social and Emotional Learning*
*Social-Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*

E. Enhance knowledge of appropriate music literature and styles of music that increase aesthetic awareness in music

*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 CRP2*
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2NJ Competencies for Social and Emotional Learning*
*Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds*

F. Demonstrate skills, techniques, routines, visual congruity and interaction, as well as elements needed for successful execution of the marching band drill

*NJ Student Learning Standards for Visual and Performing Arts 1.4*
*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, SMP4, SMP6, SMP7, SMP8*
*NJ Competencies for Social and Emotional Learning*
*Self-Awareness: Recognize one's personal traits, strengths and limitations*
*Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
*Relationship Skills: Utilize positive communication and social skills to interact effectively with others*

G. Translate coordinates from written drill into physical placement on the field and motion between sets.

*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 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*

## III. CONTENT, SCOPE AND SEQUENCE

The Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a strong commitment to integrating students into the total music program. Knowledge of cognitive styles and readiness levels provides for flexibility in expectations. Varied repertoire allows students of diverse abilities to be consistently challenged.

The teachers' knowledge of cognitive styles and levels enables the flexibility for each student to be provided with challenging work based on his or her individual readiness level and learning style.

Study of the following areas is the basis of this course:

A. Music Theory (suggested time 1-2 weeks)
   1. Music notation
      a. Pitch
      b. Rhythm
      c. Meter
      d. Tempo

2. Aural perception
    a. Intonation
    b. Balance
    c. Tone
    d. Rhythmic accuracy

B. Instrumental Technique (suggested time 3-4 weeks)
    1. Breath control
    2. Pitch accuracy
    3. Manual dexterity
    4. Articulation

C. Marching Technique (suggested time 3-4 weeks)
    1. Posture
    2. Roll step
    3. Backward march-fast tempo (on toes)
    4. Backward march-slow tempo
    5. Regulated step size (e.g. 8 steps to 5 yards)
    6. Form and space

D. Color Guard Techniques (suggested time 8-9 weeks)
    1. Drop spins
    2. Tosses (various degrees of difficulty)
    3. Dance positions
    4. Weapon techniques (rifle, saber)

## IV. INSTRUCTIONAL TECHNIQUES

Methodology of instruction is generally performance based. The instructor uses any or all of the following methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on individual ability level and learning style.

A. Demonstration - modeling proper techniques

B. Lecture

C. Digital audio/video with corresponding activities

D. Music reading

E. Sectional rehearsals – to monitor student progress in small groups

F. Full rehearsals – to strengthen skills in a multi-sectional setting

G. Summer band camp

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

## V. EVALUATION

Evaluation of student achievement is based on the following methods:

A. Performance assessments demonstrate:
   1. Correct use of terms, symbols, and proper notes and rhythms
   2. Correct use of fundamental instrumental techniques
   3. Performance with good intonation by using correct breath support, posture, and focus of sound

B. Critiques of public performances such as:
   1. Competitions
   2. Football games
   3. Parades

C. Student self-assessment using rubrics based on objectives of the course

D. Written and recorded assessments by adjudicators

E. Formative, summative and benchmark assessment.

## VI. PROFESSIONAL DEVELOPMENT

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

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

B. Access to books and professional journals to enhance development

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

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

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

# APPENDIX I

## New Jersey Student Learning Standards for Visual and Performing Arts

**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 21st Century Life and Careers

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

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

# APPENDIX XI

## New Jersey Competencies for Social and Emotional Learning

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

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

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

# APPENDIX XII

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

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

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| 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.) |

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| 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 |

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| 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 |

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| 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 |

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| 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 |

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|---|
| 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 |

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| 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) |

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

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| 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

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| **CURRICULUM** |

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| 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

# SYMPHONIC BAND – 1361

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

## I. RATIONALE, DESCRIPTION, AND PURPOSE

Symphonic Band is a sequential continuation of Concert Band. It is designed primarily to provide ninth through twelfth grade students with all aspects of reading, playing and understanding music at a level higher than Concert Band. It builds upon the knowledge and technical skills acquired by the student through the Concert Band experience.

Prior instrumental music experience is required. Students are assessed in the spring to determine proper placement in the high school band program. Symphonic Band students are expected to have reached a proficiency level on their instruments conducive to playing intermediate to advanced level music. The course continues developing technical skills applicable to their respective instruments. The course enables students to make informed critical and aesthetic judgments, build self-assessment skills, and understand the historical and cultural influences of music.

The goal of Symphonic Band is to continue developing the artistically informed student, knowledgeable of musical terminology, symbols, history, and to further develop technical skills on his/her instrument, self-assessing his/her own progress and performance.

## II. OBJECTIVES

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

A. Recognize and demonstrate knowledge of fundamental instrumental techniques which include breath control, intonation, articulation and technical facility
*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 CRP12*
*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, SMP4, SMP6, SMP7, SMP8*

B. Perform intermediate-advanced rhythms and increase further rhythmic competency in simple, compound and asymmetrical meters
*NJ Student Learning Standards for Visual and Performing Arts 1.3*
*NJ Student Learning Standards for Technology 8.1*
*NJ Student Learning State 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. Recognize and demonstrate balance and blend, intonation and good listening 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*
*NJ Competencies for Social and Emotional Learning*
*Social-Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*

D. Recognize and demonstrate fundamental music knowledge of key signatures (including minor), transposition, mixed-meters and terminology
*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 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*

E. Enhance aesthetic awareness in music through listening and playing intermediate-advanced level repertoire
*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 CRP2*
*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*

F. Define and enhance knowledge of historical, social, and cultural influences to recognize and distinguish the following musical styles and eras: Renaissance, Baroque, Classical, Romantic, 20th Century, Jazz, and Multicultural roots

*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 6.2*
*NJ Student Learning Standards for World Languages 7.1*
*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 SMP7, SMP8*
*NJ Competencies for Social and Emotional Learning*

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

G. Demonstrate the ability to discuss the life and cultural/social influences upon the composers of the works being studied

*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 6.2*
*NJ Student Learning Standards for World Languages 7.1*
*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 SMP7, SMP8*
*NJ Competencies for Social and Emotional Learning*

*Social-Awareness: Recognize and identify the thoughts, feelings, and perspectives of others*

H. Demonstrate the ability to evaluate/critique performances

*NJ Student Learning Standards for Visual and Performing Arts 1.4*
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2*
*NJ Competencies for Social and Emotional Learning*

*Self-Awareness: Recognize one's personal traits, strengths and limitations*
*Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
*Social-Awareness: Demonstrate an understanding of the need for mutual respect when viewpoints differ*
*Responsible Decision-Making: Develop, implement, and model effective problem-solving and critical thinking skills*
*Relationship Skills: Utilize positive communication and social skills to interact effectively with others*

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

*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 students of diverse abilities to be consistently challenged.

This course expands upon the conceptual knowledge developed in the Concert Band 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 at an intermediate level (suggested time 7-8 weeks)
   1. Demonstrate breath control and intonation
   2. Tune their own instrument and discern intonation in relationship to other instruments and intervals within their instrument choir
   3. Demonstrate correct body and instrument posture
   4. Use exercises designed to further support posture and embouchure
   5. Increase technical facility

B. Scales, Articulations, Rudiments (suggested time 8-9 weeks)
   1. Play two octave chromatic scales and two octave major scales by memory starting at quarter note equals 100
   2. Ranges: play within the ranges prescribed by the Professional Music Educators Associations.
   3. Further percussionist's abilities in intermediate rudiments

C. Rhythm and Meter Values (suggested time 7-8 weeks)
   1. Play and subdivide intermediate level rhythms through use of literature
   2. Play comfortably in simple, compound, and asymmetrical meters

D. Theory (suggested time 4-5 weeks)
   1. Identify all major and minor key signatures
   2. Recall the basic principle of transposition as it applies to the student's own instrument
   3. Perform simple and compound meters as it applies to counting and following a conductor
   4. Recognize and use standard music terminology as it applies to tempo, dynamics, articulation, and form

E. Historical/Cultural (suggested time 4-5 weeks)
   1. Understand and intelligently discuss musical styles and languages from the Renaissance, Baroque, Classical, Romantic, and 20th Century eras of Western music
   2. Discuss the Non-Western influences and inspirations for compositions.

## 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 the following:

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 through:
   1. Fingering exercises
   2. Articulation exercises
   3. Rhythm exercises

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

D. Analysis and discussion of music styles and eras

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

## V. EVALUATION

Students are evaluated by the following methods:

A. Individual performance evaluations

B. Formative, summative and benchmark assessments

C. Participation in required performances

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

E. Adjudication at chosen festivals.

## VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including:

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

B. Access to books and professional journals to enhance development

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

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

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

# APPENDIX I

## New Jersey Student Learning Standards for Visual and Performing Arts

**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 21st Century Life and Careers

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

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

# APPENDIX XI

## New Jersey Competencies for Social and Emotional Learning

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

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

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

# APPENDIX XII

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

| Special Education |
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| **ENVIRONMENT** |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |

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| 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 |

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| 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 |

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| 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 |

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| 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** |

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| 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 |

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| 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** |

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| Support content objectives clearly |
| Support language objectives clearly |
| Engage students approximately 90-100% of the period |
| Pace the lesson appropriately to the students' ability level |
| **REVIEW/EVALUATION** |
| Give a comprehensive review of key vocabulary |
| Give a comprehensive review of key content concepts |
| Provide feedback to students regularly on their output |
| Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives |
| **STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)** |
| **ACADEMICS** |
| Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.) |
| Literacy Support Interventions (Appendix B of IS forms) |
| Prompt before directions/questions are verbalized with visual cue between teacher and student |
| Task list laminated and placed on desk for classroom routines and organization |
| Preferential seating |
| Provide structure and positive reinforcements |
| Sustained working time connected to reward (If/Then statement) |
| Frequently check for understanding |
| Graphic organizers |

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

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

| **ATTENTION/FOCUS** |
| --- |
| Seat student near front of room |
| Preferential seating |
| Monitor on-task performance |
| Arrange private signal to cue student to off-task behavior |
| Establish and maintain eye contact when giving oral directions |
| Stand in proximity to student to focus attention |
| Provide short breaks when refocusing is needed |
| Use study carrel |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Refocusing and redirection |
| Behavior/time management system |
| Group directions 1 step at a time |
| Assign "jobs" to reduce symptoms |
| Arrange physical layout to limit distractions |
| Frequently ask questions to engage student |
| Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance |
| Extended time on assignments/assessments |
| Provide assessments in a small group setting |

| |
|---|
| Provide buddy system |
| Establish and maintain eye contact when giving oral directions |
| Permit the use of headphones while working |
| **SCHOOL REFUSAL/ELEVATED ABSENTEEISM** |
| Attendance plan |

## GIFTED AND TALENTED STUDENTS

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

# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

***Office of Instruction***

Course of Study

# WIND ENSEMBLE – 1363

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

## I. RATIONALE, DESCRIPTION, AND PURPOSE

Wind Ensemble is a full year course designed primarily to provide advanced students (grades 10-12) with an opportunity to perform technically and musically challenging repertoire, and to develop their musical knowledge and artistry at the highest level. It builds upon the knowledge and technical skills acquired in previous instrumental ensembles.

Prior instrumental music experience is required. Students are assessed to determine proper placement in the high school band program. Wind Ensemble students are expected to have reached an advanced proficiency on their instruments. The majority of the repertoire selected for this ensemble is advanced high school literature as well as college-level literature.

The Wind Ensemble, although designed as a performance-oriented class, provides the students with an in-depth study of music literature coupled with rehearsal technique leading to performance. This group participates in concerts and adjudicated activities suitable for high school musicians.

## II. OBJECTIVES

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

Students:

A. Recognize, express, and perform fundamental instrumental techniques which include breath control, intonation, articulation and technical facility
*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 CRP12*
*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, SMP4, SMP6, SMP7, SMP8*

B. Perform advanced rhythms and increase further rhythmic competency in simple, compound and asymmetrical meters as well as mixed meters
*NJ Student Learning Standards for Visual and Performing Arts 1.3*
*NJ Student Learning Standards for Technology 8.1*
*NJ Student Learning State 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. Recognize, express, and perform balance and blend, intonation and good listening skills within a large ensemble setting
*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*
*NJ Competencies for Social and Emotional Learning*
*Social-Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*

D. Recognize, express, and perform literature that utilizes advanced key signatures (including minor), transposition, mixed-meters and terminology
*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 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*

E. Enhance aesthetic awareness in music through listening and playing advanced level repertoire
*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 CRP2*
*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*

F. Recognize and discuss historical, social, and cultural influences to recognize and distinguish the following musical styles and eras: Renaissance, Baroque, Classical, Romantic, 20th Century, Jazz, and Multicultural roots
*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 6.2*
*NJ Student Learning Standards for World Languages 7.1*
*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 SMP7, SMP8*
*NJ Competencies for Social and Emotional Learning*
*Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds*

G. Demonstrate an advanced ability to discuss the life and cultural/social influences upon the composers of the works being studied
*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 6.2*
*NJ Student Learning Standards for World Languages 7.1*
*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 SMP7, SMP8*
*NJ Competencies for Social and Emotional Learning*
*Social-Awareness: Recognize and identify the thoughts, feelings, and perspectives of others*

H. Demonstrate an advanced ability to evaluate/critique performances both in written and verbal format
*NJ Student Learning Standards for Visual and Performing Arts 1.4*
*NJ Student Learning Standards for English Language Arts A.SL.1, A.SL.2, A.L.1, A.L.2*
*NJ Competencies for Social and Emotional Learning*
*Self-Awareness: Recognize one's personal traits, strengths and limitations*
*Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
*Social-Awareness: Demonstrate an understanding of the need for mutual respect when viewpoints differ*
*Responsible Decision-Making: Develop, implement, and model effective problem-solving and critical thinking skills*
*Relationship Skills: Utilize positive communication and social skills to interact effectively with others*

I. Demonstrate skills and understanding of elements of music through basic improvisation and composition. Conceive, organize, and develop artistic ideas and complete artistic work for a variety of purposes and contexts.
*NJ Student Learning Standards for Visual and Performing Arts 1.1*
*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 students of diverse abilities to be consistently challenged.

This course expands upon the conceptual knowledge developed in the Concert Band and Symphonic Band 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 at an advanced level (suggested time 7-8 weeks)
   1. Master breath control and intonation
   2. Tune instrument and discern intonation in relationship to other instruments and intervals within a large ensemble setting
   3. Demonstrate correct body and instrument posture
   4. Use exercises designed to further support posture and embouchure
   5. Increase technical facility approaching advanced levels, as seen at the region and all-state level

B. Scales, Articulations, Rudiments (suggested time 6-7 weeks)
   1. Play all required major and chromatic scales (including required ranges) as requested for New Jersey Region and All-State Band
   2. Further percussionist's abilities in advanced rudiments
   3. Play all notes on the individual instruments with dexterity

C. Rhythm and Meter Values (suggested time 6-7 weeks)
   1. Play and subdivide advanced level rhythms through use of literature
   2. Play advanced repertoire in simple, compound, and asymmetrical meters

D. Theory (suggested time 4-5 weeks)
   1. Identify all major and minor key signatures, modes and non-common practice harmonic languages
   2. Define transpositions as they apply to the student's own instrument as well as to other instruments of the ensemble
   3. Perform simple and compound meters as it applies to counting and following a conductor
   4. Recognize and use advanced music terminology as it applies to tempo, dynamics, articulation, and form

E. Small Ensemble experience – (Wind, Brass and Percussion ensembles, Quartet, Trios, Duets, etc.) (suggested time 2-3 weeks)
   Members of small ensembles:
   1. Play literature that broadens the knowledge of style, harmonic architecture, instrumentation and history within the technical capabilities of the group
   2. Develop the ability to perform and rehearse without a conductor after instruction
   3. Develop an awareness of the interplay of parts
   4. Develop an awareness of the decorum expected during rehearsals and performance
   5. Play the technical and stylistic demands of the music
   6. Become familiar with music appropriate to the nature of the group

F. Historical/Cultural (suggested time 4-5 weeks)
    1. Knowledgably discuss musical styles and languages from the different eras of Western art music
    2. Intelligently discuss the Non-Western influences and inspirations for compositions.

## IV. INSTRUCTIONAL TECHNIQUES

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

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

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

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

D. Analysis and discussion of music styles and eras

E. 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 at advanced levels, by the following methods:

A. Individual performance evaluations
B. Written assessments
C. Participation in required performances
D. Teacher observation of:
    1. Demonstrating the ability to play the advanced musical selections using the principles emphasized
    2. Maintaining rigorous musical standards of performance
    3. Musical interpretation and sensitivity in performances and in rehearsals
    4. Actively following the conductor in rehearsals/performances (large ensemble)
    5. Demonstrating advanced rehearsal/performance skills without a conductor (small ensemble)
    6. Mastering of technical skills

E. Adjudication of chosen festivals

## VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including:

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

# APPENDIX I

## New Jersey Student Learning Standards for Visual and Performing Arts

**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 21st Century Life and Careers

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

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

# APPENDIX XI

## New Jersey Competencies for Social and Emotional Learning

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

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

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

# APPENDIX XII

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

| Special Education |
|---|
| **ENVIRONMENT** |
| Preferential Seating |
| Adjust time for completion of assignments when needed |
| Adjust length of assignments when needed |

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| 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 |

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| 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** |

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| 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 |

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| Communication with parents |
| Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently) |
| Rubric-based checklist |
| Target specific number of details and focus on organization with post-its |
| Accept late work/homework without penalty |
| Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) |
| **SOCIAL/EMOTIONAL** |
| Children's books addressing presenting problem |
| Student jots down presenting problem and erase when it goes away |
| Meet with guidance counselor |
| Student jots down presenting problem and erase when it goes away |
| Attendance plan |
| Utilize nurse during episodes of presenting problem |
| Provide short breaks |
| Attendance plan |
| Communication with parents |
| Assign "jobs" to reduce symptoms |
| Counseling check-ins |
| Praise whenever possible |
| **ATTENTION/FOCUS** |
| Seat student near front of room |

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| 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** |
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| Attendance plan |

## GIFTED AND TALENTED STUDENTS

| **CURRICULUM** |
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| 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 |