

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

MUSIC DEPARTMENT

THIRD GRADE GENERAL MUSIC

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Course Philosophy

Music Education at the elementary level provides each student with a foundation of musical knowledge and experiences that will enable the student's future musical endeavors. Infused with Social-Emotional Learning experiences and Robbinsville Ready Skills, the General Music program at Sharon Elementary School encourages the cultivation of musicianship while strengthening the student's inter- and intrapersonal skills. Independent music-making at the elementary level promotes self-confidence and affords opportunities for leadership. Group music-making encourages cooperation and collaboration amongst peers. The elementary music program extends to the student an outlet for creative self-expression through varied activities including music performance, composition, and improvisation. Each child is given the tools to create, perform, understand, respond, and connect to music. These experiences will foster the student's appreciation of music now and in the years to come.

Course Description

In Third Grade Music, students are encouraged to think creatively through a variety of composition and improvisation activities. Students will work independently and cooperatively to create, refine, and perform original compositions. Proper instrument use and healthy vocal techniques will be reinforced as students apply music to performance. Students are extended opportunities to perform vocal/instrumental music alone and in group ensembles. A significant portion of the year will be dedicated to learning and practicing the recorder. Students will continue interacting with western notation and learning how to practice on their own. Students will experience Jazz Big Band through its music, relationship to dance, Louis Armstrong, and World War II. Musical symbols and terminology will be introduced and applied to the performance of musical selections. Students will be encouraged to demonstrate this musical knowledge to: actively listen and thoughtfully respond to music; interpret artistic intent; offer informed and meaningful feedback to peers; and apply feedback and self-evaluation to refine their own performances. Music selections comprises diverse cultures, genres, periods, and composers to promote exposure to, and appreciation of, a wide array of music.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Quaver ● Ukelele ● Classroom instruments ● Chrome Music Lab ● Edu.bandlab.com ● Resources curated by teacher as appropriate 	<ul style="list-style-type: none"> ● <u>Music Education and SEL</u>, Scott N. Edgar ● <u>Responsive Classroom for Music, Art, PE and Other Special Areas</u> from Responsive Classroom ● <u>The New Music Therapist's Handbook</u>, Suzanne B. Hanser ● Music K-8 Magazine ● Activate! Magazine ● In Tune Monthly

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Self-evaluation of solo performance

Example 2: Applying external feedback to refine product

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Rehearse and present musical performance

Example 2: Create and refine original composition

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Study/perform a variety of music from different cultures

Example 2: Explore the historical/cultural background of varied musicians and composers

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Cooperative learning - create/refine/present in small group

Example 2: Practice "whole body" listening skills while others share/present/perform

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Rehearse and perform with appropriate stage behavior

Example 2: Demonstrate appropriate vocal/instrumental dynamics in different settings

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 1, 2, 3, 4, 5</p>
Critical Thinking and Problem Solving	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 1, 2, 3, 4, 5</p>
Digital Citizenship	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 1, 2, 3, 4, 5</p>
Global and Cultural Awareness	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 1, 2, 3, 4, 5</p>
Information and Media Literacy	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 1, 2, 3, 4, 5</p>
Technology Literacy	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 1, 2, 3, 4, 5</p>

Integration of 21st Century Themes and Skills

Educational Technology

Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4

- **8.1.2.A.1 Understand and use technology systems.** Identify the basic features of a digital device and explain its purpose.
 - Example: Students will explore and perform using music technology including microphone, sound system, and digital audio
- **8.1.2.A.3 Select and use applications effectively and productively.** Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
 - Example: Students will explore, create, and present music using digital applications such as Quaver, Chrome Music Lab, Edu.bandlab.com, and GarageBand.
- **8.1.2.A.4 Select and use applications effectively and productively.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
 - Example: Students will navigate interactive digital music applications such as Quaver, Chrome Music Lab, Edu.bandlab.com, and GarageBand to explore, create, and present.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen, and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams, and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally, and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film *Shift Happens*, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2	
9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.	Example: Students learn about different available careers that incorporate skills in performing, composing, understanding, responding, and connecting to music in Units 1, 2, 3, 4, and 5.
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.	Example: In unit 1, students will explore career paths that employ performance skills for becoming a professional musician, and how the economy may impact the availability of and/or need for these jobs.
9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.	Example: Students will decide if their musical plans will include joining the Band program, and if so, what next steps they may take to achieve them, including attending an instrument demo.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Third Grade Music

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit #1: Jazz Big Band	<ul style="list-style-type: none"> The Jazz Big Band formats can be a mode of self-expression, communication, and social bonding. By recognizing what a Jazz Big Band sounds like, we can dive deeper into understanding the function it serves Jazz Big Bands vary to suit the purpose or style of the music. 	2-4+ lessons Reinforced throughout course	Formative <ul style="list-style-type: none"> Teacher and peer feedback Written/verbal responses Solo/group performances Self-evaluation Online and/or Physical worksheets and activities
			Summative <ul style="list-style-type: none"> Teacher feedback Aural/visual assessment Written/verbal responses Solo and/or group projects
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> Teacher feedback Aural/visual assessment Written/verbal responses

			<ul style="list-style-type: none"> · Solo performance <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Large staff visual and manipulatives (magnets, dry erase, popsicle sticks) for activities as needed · http://www.musicfun.net.au/pdf_files/instruments.pdf · https://www.clevelandorchestra.com/globalassets/1819/pdfs/meettheawesomeorchestralessons.pdf
Unit #2: Rhythms	<ul style="list-style-type: none"> • When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. • Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. • Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. 	3-6+ lessons Reinforced throughout course	<p>Formative</p> <ul style="list-style-type: none"> · Teacher and peer feedback · Written/verbal responses · Solo/group performances and/or recordings · Self-evaluation
			<p>Summative</p> <ul style="list-style-type: none"> · Teacher feedback · Solo/group performance rubric
			<p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Teacher and peer feedback · Solo/group performance · Classroom performance evaluation and/or recording
			<p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Students with apprehension toward solo or group performance may choose to demonstrate rhythms privately or through small group performance or recording onto an online platform
Unit #3: Recorder	<ul style="list-style-type: none"> • Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). • Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. • Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. • Present the final version of personal created music to others, and describe connection to expressive intent. 	6-16+ lessons Reinforced throughout course	<p>Formative</p> <ul style="list-style-type: none"> · Teacher and peer feedback · Solo/group performances and/or recordings · Self-evaluation · Performance rubrics
			<p>Summative</p> <ul style="list-style-type: none"> · Teacher feedback · Solo/group performance rubric
			<p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Teacher and peer feedback · Solo/group performance · Classroom performance evaluation and/or recording
			<p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Students with apprehension toward solo or group performance may choose to demonstrate recorder skills

	<ul style="list-style-type: none"> • When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. • Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. • Perform music with expression and technical accuracy. • Demonstrate performance decorum and audience etiquette appropriate for the context and venue. 		privately or through small group class performance or recording onto an online platform
Unit #4: Perform Songs	<ul style="list-style-type: none"> • When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. • Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. • Solo/Group performing music is a mode of self-expression, communication, social bonding and celebration. • The purpose, context, and musical elements of a song inform performance. • Applying established criteria and demonstrating expressive musical elements enhances performance. 	3-6+ lessons Reinforced throughout course	Formative <ul style="list-style-type: none"> • Teacher and peer feedback • Solo/group performances and/or recordings • Self-evaluation • Performance rubrics
			Summative <ul style="list-style-type: none"> • Teacher feedback • Solo/group performance rubric
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> • Teacher and peer feedback • Solo/group performance • Classroom performance evaluation and/or recording
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> • Students with apprehension toward solo or group performance may choose to demonstrate recorder skills privately or through small group class performance or recording onto an online platform
Unit #5: Pentatonic Scale & Expressing Music	<ul style="list-style-type: none"> • Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). • Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. • Demonstrate selected musical ideas for a simple improvisation or composition to express intent, 	3-6+ lessons Reinforced throughout course	Formative <ul style="list-style-type: none"> • Teacher and peer feedback • Solo/group performances and/or recordings • Self-evaluation • Performance rubrics
			Summative <ul style="list-style-type: none"> • Teacher feedback • Solo/group performance rubric
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> • Teacher and peer feedback

	<p>and describe connection to a specific purpose and context.</p> <ul style="list-style-type: none"> • Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. • Present the final version of personal created music to others, and describe connection to expressive intent. 		<ul style="list-style-type: none"> · Solo/group performance · Classroom performance evaluation and/or recording
			<p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Students with apprehension toward solo or group performance may choose to demonstrate recorder skills privately or through small group class performance or recording onto an online platform

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Unit #1: Jazz Big Band

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do context and the manner in which musical work is presented influence audience response? • How do we judge the quality of musical work(s) and performance(s)? • How do musicians make meaningful connections to creating, performing, and responding?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. Example: Students will explore the origin of Jazz Big Band and describe its function during World War II.</p> <p>2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). Example: Students will develop coordination skills as they refine playing technique on various musical instruments.</p>	
<p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. Example: Students will listen and experience popular music during the World War II era. Students will have an understanding of the importance of Jazz Big Band during such a historic time in history and how the world used music to help lift the morale of people during a challenging time in history.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>1.3A.5. Re7a</p> <p>1.3A.5. Re8a</p>	<p>Students will Identify the Brass, Reed, and Rhythm sections of a Jazz Big Band</p> <p>Students will explore the relationships of Jazz Big Band to dance, World War II, and popular music.</p>	<p>Shared Reading/Writing</p> <p>Classroom discussion</p> <p>Interactive demonstrations</p> <p>Group/solo performance on classroom instruments</p>	<p>Quaver</p> <p>Seesaw/Google Classroom</p> <p>Classroom instruments</p> <p>Kahoot,BrainPop,</p>	<p>Teacher and peer feedback</p> <p>Written/verbal responses</p>

	specific Jazz Big Band hit(s)?	Students will examine a specific example of Jazz Big Band hit(s) and famous artists from Big Band	<p>Google Slides</p> <p>Google Chrome Music Lab</p> <p>View Jazz via media sources</p>	<p>Quizlet</p> <p>Media clips of “Sing, Sing, Sing”, “In the Mood”, “Oye Como Va”, “Take the A Train”, and/or “Stompin’ at the Savoy”</p> <p>www.jwpepper.com</p>	<p>Solo/group performances</p> <p>Self-evaluation</p> <p>Online and/or Physical worksheets and activities</p> <p>Solo and/or group projects</p>
<p>1.3A.5. Cn10a</p> <p>1.3A.5. Pr6a</p> <p>1.3A.5. Cr1a:</p>	<ul style="list-style-type: none"> Who is Louis Armstrong? What is the origin and use of “scat” singing? 	<p>Students will identify Louis Armstrong and his contribution to music</p> <p>Students will explore scat singing through group performance with technical accuracy and appropriate interpretation (Swing vs. Latin).</p> <p>Students will research, discuss, reflect, and/or present on scat singing</p>	<p>Shared Reading/Writing</p> <p>Classroom discussion</p> <p>Interactive demonstrations</p> <p>Group/solo performance on classroom instruments</p> <p>Google Slides</p> <p>Google Chrome Music Lab</p> <p>View Jazz via media sources</p>	<p>Quaver</p> <p>Seesaw/Google Classroom</p> <p>Classroom instruments</p> <p>Kahoot</p> <p>BrainPop</p> <p>Quizlet</p> <p>Media clips of Louis Armstrong: “What a Wonderful World”, “Jeepers Creepers”, “When the Saints Go Marching In,” “Hello Dolly”, and/or “West End Blues”</p> <p>www.jwpepper.com</p>	<p>Teacher and peer feedback</p> <p>Written/verbal responses</p> <p>Solo/group performances</p> <p>Self-evaluation</p> <p>Online and/or Physical worksheets and activities</p> <p>Solo and/or group projects</p>

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Unit #2: Rhythms

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources • To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. • Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians improve the quality of their performance? • How do performers select repertoire?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. Example: Students will demonstrate understanding of rhythm performance terms for musical direction, including dynamics (e.g. <i>forte/piano</i>) and tempo markings (e.g. <i>presto/largo</i>).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. Example: Studying and performing a diverse repertoire of music promotes tolerance, open-mindedness, and an appreciation for cultural tradition.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. Example: Students will work independently and in small groups to prepare original percussion music. Students will explore and share original musical ideas as they improvise, compose, accompany, and perform.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.5. Cr1a	<p>How can I write down a rhythm that I created?</p> <p>How are musical ideas organized?</p>	<p>Identify and perform rhythms with dotted note combinations, quarter, eighth, sixteenths, quarter rests, half rests, and whole rests</p> <p>Simple rhythmic compositions</p> <p>Simple rhythmic dictations.</p>	<p>Shared Reading/Writing</p> <p>Classroom discussion</p> <p>Interactive demonstrations</p>	<p>Quaver</p> <p>Seesaw/Google Classroom</p> <p>Classroom instruments</p>	<p>Teacher and peer feedback</p> <p>Written/verbal responses</p>

	How are expressive elements of music notated?		<p>Group/solo performance on classroom instruments</p> <p>Google Slides</p> <p>Google Chrome Music Lab</p> <p>View rhythm performances via media sources</p> <p>Rhythm dictation</p> <p>drum machine on edu.bandlab.com</p> <p>Games</p>	<p>Kahoot,BrainPop, Quizlet</p> <p>Pieces of music with simple rhythmic patterns - Songs they are familiar with and unfamiliar pieces of music.</p> <p>edu.bandlab.com</p> <p>Staff paper</p> <p>www.jwpepper.com</p>	<p>Solo/group performances</p> <p>Self-evaluation</p> <p>Online and/or Physical worksheets and activities</p> <p>Solo and/or group projects</p>
1.3A.5. Pr5a 1.3A.5. Pr5b	<p>How does a performer prepare before presenting to an audience?</p> <p>When is a piece ready for performance?</p>	<p>Perform on percussion instruments</p> <p>Demonstrate proper percussion technique, rhythmic accuracy, expression, and appropriate performance behavior</p> <p>Demonstrate proper rehearsal/practice procedure</p> <p>Explain how meaningful feedback can help performers refine their work</p> <p>Evaluate and provide meaningful feedback to peer performances supported by musical understanding</p> <p>Self-reflect on rehearsal sessions</p> <p>Accept and apply teacher and peer feedback to refine a personal performance</p>	<p>Shared Reading/Writing</p> <p>Classroom discussion</p> <p>Interactive demonstrations</p> <p>Group/solo performance on classroom instruments</p> <p>Google Slides</p> <p>Google Chrome Music Lab</p> <p>View rhythm performances via media sources</p> <p>Rhythm dictation</p> <p>drum machine on edu.bandlab.com</p> <p>Games</p>	<p>Quaver</p> <p>Seesaw/Google Classroom</p> <p>Classroom instruments</p> <p>Kahoot,BrainPop, Quizlet</p> <p>Pieces of music with simple rhythmic patterns - Songs they are familiar with and unfamiliar pieces of music.</p> <p>edu.bandlab.com</p> <p>Staff paper</p> <p>www.jwpepper.com</p>	<p>Teacher and peer feedback</p> <p>Written/verbal responses</p> <p>Solo/group performances</p> <p>Self-evaluation</p> <p>Online and/or Physical worksheets and activities</p> <p>Solo and/or group projects</p>

1.3A.5. Pr4a	How can we use feedback and self-evaluation to choose a piece to perform?	Self-reflect on personal performance to gauge what specific part(s) is/are to be performed	Shared Reading/Writing	Quaver	Teacher and peer feedback
1.3A.5. Pr4c:	How can feedback be communicated respectfully?	Collaborate as a group to choose a piece to perform	Classroom discussion	Seesaw/Google Classroom	Written/verbal responses
		Accept and apply teacher and peer feedback to refine a personal performance	Interactive demonstrations	Classroom instruments	Solo/group performances
		Record and analyze rehearsal sessions	Group/solo performance on classroom instruments	Kahoot,BrainPop, Quizlet	Self-evaluation
			Google Slides	Pieces of music with simple rhythmic patterns - Songs they are familiar with and unfamiliar pieces of music.	Online and/or Physical worksheets and activities
			Google Chrome Music Lab	edu.bandlab.com	Solo and/or group projects
			View rhythm performances via media sources	Staff paper	
			Rhythm dictation	www.jvpepper.com	
			drum machine on edu.bandlab.com		
			Games		

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Unit #3: Recorder

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? ● How do musicians generate creative ideas?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>Example: Performing recorder in different locations will influence the intonation of the instrument during a performance.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, and objects in daily life based on simple oral and written descriptions.</p> <p>Example: Performance of Latin Jazz, students will open discussion about the contributions of Latin musicians, their use of language, and surrounding culture.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p> <p>Example: Students will understand the various ways professional musicians earn income in today's world (performing, composing, itunes, etc.)</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.3A.5. Pr5a	How can I create music on my recorder?	Identify and perform rhythms with dotted note combinations, quarter, eighth, sixteenths, quarter rests, half rests, and whole rests	Shared Reading/Writing	www.jwpepper.com	Teacher and peer feedback
1.3A.5. Pr5b	How can I use more advanced rhythms in my pieces?	Identify and perform melody, harmony, and texture as a recorder ensemble	Classroom discussion	Froseth, James. Do it! Play Recorder Solo and Onstage. Chicago, IL: GIA Publications, 2007.	Written/verbal responses
	How can I practice the recorder so I am ready to perform and present?	Demonstrate proper recorder technique, rhythmic accuracy, expression, care, and appropriate performance behavior	Interactive demonstrations	Burakoff, Gerald and Sonya. Playing	Solo/group performances
			Group/solo performance on classroom instruments		Self-evaluation
			Google Slides		

		<p>Demonstrate proper rehearsal/practice procedure</p> <p>Explain how meaningful feedback can help performers refine their work</p> <p>Evaluate and provide meaningful feedback to peer performances supported by musical understanding</p> <p>Self-reflect on rehearsal sessions</p> <p>Accept and apply teacher and peer feedback to refine a personal performance</p>	<p>Google Chrome Music Lab</p> <p>View recorder performances via media sources</p> <p>Melodic dictation</p> <p>Compose/Improvise/Perform melodic passages</p> <p>Instrument track composition on edu.bandlab.com</p> <p>Games</p>	<p>Soprano Recorder. Sweet Pipes, 1994</p> <p>Skeens, Gwendolyn. Partners in Harmony. Sweet Pipes, 2001</p> <p>Recorders for the whole class</p> <p>Quaver</p> <p>Seesaw/Google Classroom</p> <p>Classroom instruments</p> <p>Kahoot,BrainPop, Quizlet</p> <p>Songs they are familiar with and unfamiliar pieces of music.</p> <p>edu.bandlab.com</p>	<p>Online and/or Physical worksheets and activities</p> <p>Solo and/or group projects</p>
1.3A.5. Pr5a	How can I create music on my recorder?	Self-reflect on personal performance to gauge what specific part(s) is/are to be performed	Shared Reading/Writing	www.jwpepper.com	Teacher and peer feedback
1.3A.5. Pr5b	<p>How can I perform a piece of music on the recorder?</p> <p>How can I practice the recorder so I am ready to perform and present?</p>	<p>Collaborate as a group to choose a piece to perform</p> <p>Accept and apply teacher and peer feedback to refine a personal performance</p> <p>Record and analyze rehearsal sessions</p>	<p>Classroom discussion</p> <p>Interactive demonstrations</p> <p>Group/solo performance on classroom instruments</p> <p>Google Slides</p> <p>Google Chrome Music Lab</p> <p>View recorder performances via media sources</p> <p>Melodic dictation</p>	<p>Froseth, James. Do it! Play Recorder Solo and Onstage. Chicago, IL: GIA Publications, 2007.</p> <p>Burakoff, Gerald and Sonya. Playing Soprano Recorder. Sweet Pipes, 1994</p> <p>Skeens, Gwendolyn. Partners in Harmony. Sweet Pipes, 2001</p>	<p>Written/verbal responses</p> <p>Solo/group performances</p> <p>Self-evaluation</p> <p>Online and/or Physical worksheets and activities</p>

			<p>Compose/Improvise/Perform melodic passages</p> <p>Instrument track composition on edu.bandlab.com</p> <p>Games</p>	<p>Recorders for the whole class</p> <p>Quaver</p> <p>Seesaw/Google Classroom</p> <p>Classroom instruments</p> <p>Kahoot,BrainPop, Quizlet</p> <p>Songs they are familiar with and unfamiliar pieces of music.</p> <p>edu.bandlab.com</p>	<p>Solo and/or group projects</p>
<p>1.3A.5. Cr1a</p> <p>1.3A.5. Cr2b</p>	<p>How can I improvise Jazz Swing and Latin rhythms within a piece of music?</p> <p>How can playing music from around the world help us with greater acceptance?</p> <p>What are ways a musician can earn income in today's market?</p>	<p>Identify, create, improvise, and perform Swing vs. Latin phrases</p> <p>Explore and perform multicultural music</p> <p>Students will discuss the various ways musicians earn income</p>	<p>Shared Reading/Writing</p> <p>Classroom discussion</p> <p>Interactive demonstrations</p> <p>Group/solo performance on classroom instruments</p> <p>Google Slides</p> <p>Google Chrome Music Lab</p> <p>View jazz performances via media sources</p> <p>Compose/Improvise/Perform melodic passages</p> <p>Instrument track composition on edu.bandlab.com</p> <p>Games</p>	<p>"Oye Como Va" by Tito Puente</p> <p>"Tuxedo Junction" by Glenn Miller</p> <p>Recorder books</p> <p>Recorders for the whole class</p> <p>Quaver</p> <p>Seesaw/Google Classroom</p> <p>Classroom instruments</p> <p>Kahoot,BrainPop, Quizlet</p>	<p>Teacher and peer feedback</p> <p>Written/verbal responses</p> <p>Solo/group performances</p> <p>Self-evaluation</p> <p>Online and/or Physical worksheets and activities</p> <p>Solo and/or group projects</p>

				<p>Songs they are familiar with and unfamiliar pieces of music.</p> <p>edu.bandlab.com</p> <p>www.jvpepper.com</p>	
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Robbinsville Public Schools

Unit # 4: Perform Songs

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do performers select repertoire? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</p> <p>Example: Students will develop coordination skills as they refine playing technique on various musical instruments.</p> <p>1.2.8.Cr2b: Critique plans, prototypes, and production processes considering purposeful and expressive intent.</p> <p>Example: Students will perform a different version of the same song while recognizing similarities and differences.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>Example: Students will regularly be expected to respond to musical prompts in class requiring clear communication regarding the impact that the music had on the student and why the music impacted the student.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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1.3A.5. Pr4c	How can I create music on the ukulele, voice, and/or boomwackers?	Demonstrate proper ukulele,vocal, and/or boomwacker technique, rhythmic accuracy, expression, care, and appropriate performance behavior	Shared Reading/Writing	www.jvpepper.com	Teacher and peer feedback
1.3A.5. Pr4e	How can I perform a piece of music on the ukulele, voice, and/or boomwackers??	Demonstrate proper rehearsal/practice procedure	Classroom discussion	Ukuleles	Written/verbal responses
	How can I practice so I am ready to perform and present?	Identify and perform melody, harmony, and texture as an ensemble warm-up	Interactive demonstrations	“Ukulele For All” by Jenny Peters & Rebecca Bogart	Solo/group performances
	What is an appropriate way to care for the ukulele, voice, and/or boomwackers?	Explain how meaningful feedback can help performers refine their work	Group/solo performance on classroom instruments	https://www.youtube.com/c/UkulaliensUkuleleClub/playlists	Self-evaluation
	How can I appropriately contribute to a rehearsal?	Evaluate and provide meaningful feedback to peer performances supported by musical understanding	Google Slides	Boomwackers	Online and/or Physical worksheets and activities
		Self-reflect on rehearsal sessions	Google Chrome Music Lab	“Teach Music Reading with Boomwhackers” Denise Gagne - Themes & Variations	Solo and/or group projects
		Accept and apply teacher and peer feedback to refine a personal performance	View ukulele and boomwacker play-alongs via media sources	https://www.youtube.com/c/UkulaliensUkuleleClub/playlists	
			Compose/Improvise/Perform music	sing alongs: https://www.youtube.com/playlist?list=PLtKSVPgEq1xI4UcqVTpJ531GxOElzp08-	
			Games	Quaver	
				Seesaw/Google Classroom	
				Classroom instruments	
				Kahoot,BrainPop, Quizlet	

				Songs they are familiar with and unfamiliar pieces of music. edu.bandlab.com	
1.3A.5.Pr5b 1.3A.5.Pr6a	How can I create music on the ukulele, voice, and/or boomwackers? How can I perform a piece of music on the ukulele, voice, and/or boomwackers? How can I practice so I am ready to perform and present? What is an appropriate way to care for the ukulele, voice, and/or boomwackers? How can I appropriately contribute to a rehearsal?	Demonstrate proper ukulele, voice, and boomwacker technique, rhythmic accuracy, expression, care, and appropriate performance behavior Demonstrate proper rehearsal/practice procedure Identify and perform melody, harmony, and texture as an ensemble warm-up Explain how meaningful feedback can help performers refine their work Evaluate and provide meaningful feedback to peer performances supported by musical understanding Self-reflect on rehearsal sessions Accept and apply teacher and peer feedback to refine a personal performance Perform the same song from two different sources while identifying similarities and differences	Shared Reading/Writing Classroom discussion Interactive demonstrations Group/solo performance on classroom instruments Google Slides Google Chrome Music Lab View ukulele and boomwacker play-alongs via media sources Compose/Improvise/Perform pieces Games	www.jwpepper.com Ukuleles “Ukulele For All” by Jenny Peters & Rebecca Bogart https://www.youtube.com/c/UkulaliensUkuleleClub/playlists Boomwackers “Teach Music Reading with Boomwhackers” Denise Gagne - Themes & Variations https://www.youtube.com/c/UkulaliensUkuleleClub/playlists sing alongs: https://www.youtube.com/playlist?list=PLtkSVPgEq1xI4UcqVTpJ531GxOElzp08- Quaver Seesaw/Google Classroom Classroom instruments Kahoot,BrainPop,	Teacher and peer feedback Written/verbal responses Solo/group performances Self-evaluation Online and/or Physical worksheets and activities Solo and/or group projects

				<p>Quizlet</p> <p>Songs they are familiar with and unfamiliar pieces of music.</p> <p>edu.bandlab.com</p>	
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Unit # 5: Pentatonic Scale & Expressing Music

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do musicians make meaningful connections to creating, performing, and responding?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>Example: Students will respond to, describe, and compare a variety of music from around the world.</p> <p>9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.</p> <p>Example: Students will identify instruments from different cultures and if they are commercially available.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>Example: Students will be required to design and create their own musical works. Students will have choices regarding the sounds and timbre that they wish to create.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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1.3A.5. Cr1a	How can I create music using a pentatonic scale?	Compose original compositions on media platform(s), staff paper, and/or classroom instruments	Shared Reading/Writing	www.jwpepper.com	Teacher and peer feedback
1.3A.5. Cr2a	How is a melody and/or harmony notated on the staff?	Perform pentatonic compositions on solfege, instruments, and/or media platforms (Google Songmaker or edu.bandlab.com)	Classroom discussion	https://www.youtube.com/watch?v=22X8QmtOIww	Written/verbal responses
1.3A.5. Cr2b			Interactive demonstrations	https://www.youtube.com/watch?v=c35yfaPv_xrM	Solo/group performances self-evaluation
1.3A.5. Re7b			Group/solo performance on classroom instruments	https://www.youtube.com/watch?v=T1-4zSB3jPk	Online and/or physical worksheets and activities
			Google Slides	Boomwackers	Solo and/or group projects
			Google Chrome Music Lab/Songmaker	Quaver	
			View pentatonic songs/ performances via media sources	Seesaw/Google Classroom	
			Melody composition	Classroom instruments	
			Instrument track composition on edu.bandlab.com	Kahoot,BrainPop, Quizlet	
			Games	Pieces of music with simple rhythmic patterns - Songs they are familiar with and unfamiliar pieces of music.	
				edu.bandlab.com	
				Staff paper	
1.3A.5. Cn10a	What songs utilize a pentatonic scale?	Students will examine specific example(s) of pentatonic music	Shared Reading/Writing	www.jwpepper.com	Teacher and peer feedback
	How do I relate to pentatonic songs from around the world?		Classroom discussion	https://www.youtube.com/watch?v=BY1XlyQntt4	Written/verbal responses
			Interactive demonstrations		

			<p>Group/solo performance on classroom instruments</p> <p>Google Slides</p> <p>Google Chrome Music Lab</p> <p>View pentatonic songs/performances via media sources</p> <p>Melody composition</p> <p>Instrument track composition on edu.bandlab.com</p> <p>Games</p>	<p>https://www.youtube.com/watch?v=WogvJEfCKpM</p> <p>https://www.youtube.com/watch?v=8Ff2Z0Dq2sg</p> <p>https://www.youtube.com/watch?v=ujzMHLac404</p> <p>https://www.youtube.com/watch?v=ne6tB2KiZuk</p> <p>Boomwackers</p> <p>Quaver</p> <p>Seesaw/Google Classroom</p> <p>Classroom instruments</p> <p>Kahoot,BrainPop, Quizlet</p> <p>Pieces of music with simple rhythmic patterns - Songs they are familiar with and unfamiliar pieces of music.</p> <p>edu.bandlab.com</p> <p>Staff paper</p>	<p>Solo/group performances self-evaluation</p> <p>Online and/or physical worksheets and activities</p> <p>Solo and/or group projects</p>
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General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify, or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

notes/outline		learning	
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative, and/or artistic ability and demonstrate this ability in multiple ways
- Pose questions and exhibit sincere curiosity about principles and how things work
- The ability to grasp concepts and make real world and cross-curricular connections
- Generate theories and hypotheses and pursue methods of inquiry
- Produce products that express insight, creativity, and excellence
- Possess exceptional leadership skills
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group
- The promotion of a higher level of thinking and making connections
- The inclusion of additional subject areas and/or activities (cross-curricular)

- Using supplementary materials in addition to the normal range of resources

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>