Elementary General Music
Curriculum
Preschool-Grade 5

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

• A strong foundation in academic and modern technologies.

• A positive and varied approach to teaching and learning.

• An emphasis on critical thinking skills and problem-solving techniques.

• A respect for and an appreciation of our world, its resources, and its people.

• A sense of responsibility, good citizenship, and accountability.

• An involvement by the parents and the community in the learning process.

Neptune Township School District
Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

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COURSE DESCRIPTION

Elementary students will have the opportunity to experience music, in the setting of an elementary classroom. Students will connect to musical experiences through creating (composition or improvisation), performing, and responding. At the heart of the course is students actively participating in the musical process, or musicking. Student musicking will occur both as individuals, and as a classroom ensemble. The skills learned in this course will extend into other musical settings, and encourage students to become life-long lovers of music.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES *The following social and emotional competencies are integrated in this curriculum document:*	
Self-Awareness	
x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
	Recognize the skills needed to establish and achieve personal and educational goals
	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Responsible Decision Making	
x	Develop, implement and model effective problem solving and critical thinking skills
x	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
	Identify who, when, where, or how to seek help for oneself or others when needed

Pacing Guide

During each lesson an instructor will address the three artistic strands: Creating, Performing, and Responding. By addressing these strands the student will connect to their musicking and the process to create music.

Approximate amount of lesson time spent focusing on Units	
Creating	25%
Performing	51%
Responding	24%

- The instructor will address various musical elements and concepts during the course of the year, in order to meet the appropriate grade level standards.
- Musical literature and activities will be chosen based on community and cultural awareness.
- Students will perform in class for their peers, on a regular basis during the school year. Other performances for the larger community may be arranged at the discretion of the instructor, with approval of administration.
- By the end of each grade, the instructor will have addressed all appropriate standards, as set by the 2014 National Core Art Standards.

Unit Plan Title	Creating
Suggested Time Frame	Ongoing and Continuous

Overview / Rationale
All students will be given the opportunity to create music, through structured composition, or improvisation. These creations will be performed in the elementary music classroom setting, for peers. The creation of unique music will be done as both individuals, and with peers. While creating, students will use the basic elements of music, including but not limited to standard notation, reading rhythms and specific pitches, and simple chord progressions.

Stage 1 – Desired Results

2014 New Jersey Student Learning Standards for Visual and Performing Arts
Note: The instructor and administration will work to align this course to the most recent New Jersey Student Learning Standards for the Visual and Performing Arts, as set by the Department of Education.

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 music.

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.

1.3-Performance
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.

1.4-Aesthetic Responses & Critique Methodologies
All students will demonstrate and apply an understanding of arts, philosophies, judgement, and analysis to works of art in music.

National Core Art Standards for Music							
	Creating						
I m a g i n e	Anchor Standard 1: Generate and conceptualize artistic ideas and work						
	MU:Cr1.1.PK	MU:Cr1.1.K	MU:Cr1.1.1	MU:Cr1.1.2	MU:Cr1.1.3	MU:Cr1.1.4	MU:Cr1.1.5
	a With substantial guidance, explore and experience a variety of	a With guidance, explore and experience music concepts	a With limited guidance, create musical ideas (such	a Improvise rhythmic and melodic patterns and musical ideas for a	a Improvise rhythmic and melodic ideas, and describe connection	a Improvise rhythmic, melodic, and harmonic ideas, and explain	a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to

music.	(such as beat and melodic contour).	as answering a musical question) for a specific purpose .	specific purpose.	to specific purpose and context (such as personal and social).	connection to specific purpose and context (such as social and cultural).	specific purpose and context (such as social, cultural, and historical).
	b With guidance, generate musical ideas (such as movements or motives).	b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.	b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters	b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

	Anchor Standard 2: Organize and develop artistic ideas and work.					
P l a n **a n d** **M a k e**	MU:Cr2.1.PK	MU:Cr2.1.K	MU:Cr2.1.1	MU:Cr2.1.2	MU:Cr2.1.3	MU:Cr2.1.4	MU:Cr2.1.5
	a With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments)	a With guidance, demonstrate and choose favorite musical ideas.	a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .	a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	a Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .	a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
	b With substantial guidance, select and keep track of the order for performing	b With guidance, organize personal musical ideas using iconic	b With limited guidance, use iconic or standard notation and/or	b Use iconic or standard notation and/or recording technology to combine,	b Use standard and/or iconic notation and/or recording technology	b Use standard and/or iconic notation and/or recording technology	b Use standard and/or iconic notation and/or recording technology to document personal

original musical ideas, using iconic notation and/or recording technology.	notation and/or recording technology.	recording technology to document and organize personal musical ideas	sequence, and document personal musical ideas.	to document personal rhythmic and melodic musical ideas	to document personal rhythmic, melodic, and simple harmonic musical ideas.	rhythmic, melodic, and two chord harmonic musical ideas.

	Anchor Standard 3: Refine and complete artistic work.					
E v a l u a t e a n d R e f i n e	MU:Cr3.1.PK	MU:Cr3.1.K	MU:Cr3.1.1	MU:Cr3.1.2	MU:Cr2.1.3	MU:Cr3.1.4	MU:Cr3.1.5
	a With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.	a With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	a Interpret and apply personal, peer, and teacher feedback to revise personal music .	a Evaluate, refine , and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback.	a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time	a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.
P r e s e n t	MU:Cr3.2.PK	MU:Cr3.2.K	MU:Cr3.2.1	MU:Cr3.2.2	MU:Cr2.2.3	MU:Cr3.2.4	MU:Cr3.2.5
	a With substantial guidance, share revised personal musical ideas with peers.	a With guidance, demonstrate a final version of personal musical ideas to peers.	a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	a Present the final version of personal created music to others, and describe connection to expressive intent .	a Present the final version of personal created music to others, and explain connection to expressive intent.	a Present the final version of personal created music to others that demonstrates craftsmanship , and explain connection to expressive intent.

Connecting
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
MU:Cn10.0.PK - 5: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
MU:Cn11.0.PK - 5: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions:	Enduring Understandings:
Note: Essential questions will be adapted to meet the appropriate standards for the appropriate grade level.	*Note: Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level.*
● What is the difference between improvisation and composition? Is there a connection between the two? ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● When is creative work ready to share? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	● Though connected, there is a difference between improvisation and composition. ● 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. ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians' presentation of creative work is the culmination of a process of creation and communication. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Connections to varied contexts and daily life enhances musicians' creating, performing, and responding
Knowledge: *Students will know, at the grade appropriate level to meet appropriate grade level standards…*	**Skills:** *Students will be able to, at the grade appropriate level to meet appropriate grade level standards…*

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● Various tonal and rhythm patterns that can be incorporated into structured compositions ● How iconic notation (grades PK to 1), or standard notation (grades 1 to 5) are used in documenting musical ideas ● That exploration of an instrument is a pathway to musical improvisation ● Improvisation can be a pathway to composition ● Available technology to record musical creations ● Criteria for evaluating musical creations, and how to apply criteria for revisions to musical creations ● How to create musical ideas within a harmonic context	● Audiate, read with notation, and perform various tonal and rhythm patterns, when improvising on various instruments designed for classroom music ● Document musical creations with either iconic notation (grades PK to 1) or standard notation (grades 1 to 5) ● Choose tonal and rhythm patterns, during structured composition ● Use digital tools to create music ● Use digital tools to record musical creations, both compositions and improvisations ● Refine musical creations, based on predetermined criteria ● Build a structured composition, within a specific harmonic context. Grades 4 and 5 will also use simple chord progressions.

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – **21st Century Themes**			**Indicate whether these skills are:** ● **E – encouraged** ● **T – taught** ● **A – assessed** **Career Ready Practices**	
9.1	**Personal Financial Literacy**		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer		ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		E	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ET	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	**Career Awareness, Exploration, and Preparation**			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		ETA	CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -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.

New Jersey Student Learning Standards for Social Studies:

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 35 world citizens in the 21st century.

Student Resources

- Silver Burdett's *Making Music* series
- *General Music K-8,* series
- Instruments for classroom music, such as rhythm sticks, tambourines, Boomwackers, Orff xylophones
- Harmonizing instruments such as piano, and guitar like instruments
- Sheet music
- Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration

Teacher Resources

- Silver Burdett's *Making Music* series
- Digital
  - Google Apps for Education
  - Class Dojo
  - Applications for recording and playing back music
- Various sources of recorded music, CDs to Digital
- Instruments for classroom music, such as rhythm sticks, tambourines, Boomwackers, Orff xylophones
- Harmonizing instruments such as piano, and guitar-like instruments
- An appropriate piano for accompanying classroom music

- Recordings and videos relating to Music History, appropriate to meet standards
- Sheet music of various genres
- Rhythm and Tonal cards, displayed in the classroom and available for hands on use
- Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration

Stage 2 – Assessment Evidence	
Performance Task(s):	**Other Evidence:**
- Documented student structured composition, through iconic notation (PK-1), or standard notation (1-5) - Improvisations, within specific musical structures - In-class performances for peers - Self and peer critique of musical creations	- Formative assessment through teacher observation of student musicking - Teacher feedback - Department created rubrics

Stage 3 – Learning Plan	
Instructional Strategies	**Descriptions**
	- Teacher vocalization: Using voice to sing specific tones/pitches for students - Modeling: Includes demonstrating rhythms with body percussion, playing harmonizing instruments for students, etc… - Developing rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform - Teaching specific musical concepts such as notes, rhythms, pitches, etc… that will encourage students to read and use standard notation - Teaching skills to use appropriate classroom music instruments such as rhythm instruments, Orff Xylophones, Piano, and guitar-like instruments. The instructor will choose one of these instruments to focus on during 3rd grade. - Work with students to develop criteria for successful performances. - Providing students with constructive feedback on their musical creations and performances, and teaching students to do the same for peers and self. - The instructor will also teach students how to revise their musical creations and performances, based on teacher/self/peer feedback. - Singing: Teacher will instruct students to sing on pitch and in tune, singing in unison, as a partner song, round (canon), and two-part harmony. When working with part singing, the teacher will ensure the class rehearses using all parts of the piece.

	- Encouraging students to continue musical participation outside of the General Music Classroom, including appropriate school ensembles. - Encouraging students to realize the benefits of Music Education, and understand why it is important. - Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration

Suggested Learning Activities for Creating *Listed are core activities, with details broken down by grade level*	
Core Activity: Structured Composition: All grades will document compositions in a grade appropriate level.	
Pre-K	With teacher guidance, students will use iconic notation to create and perform musical ideas focusing on instrument choice and simple rhythm/tonal patterns. The teacher will ask students about ways to improve the musical creation based on predetermined criteria.
K	Students will use iconic notation to create and perform musical ideas, based on previously learned rhythm/tonal patterns. The teacher will ask students about ways to improve the musical creation based on predetermined criteria.
1st	Students will create and perform musical ideas, based on previously learned rhythm/tonal patterns, transitioning from iconic notation to standard notation. The teacher will ask students about ways to improve the musical creation based on predetermined criteria.
2nd	Using standard notation students will create and perform musical ideas from previously learned rhythm/vocal patterns. The teacher will ask students to evaluate and refine musical creations, based on teacher guidance.
3rd	Students will create and perform original rhythm/tonal patterns,and use these patterns to create original musical ideas. The teacher will ask students to evaluate and refine musical creations, based on teacher guidance.
4th	Using originally created rhythm/tonal patterns, students will create and perform original musical ideas within a specific harmonic context (major/minor). Students may also be introduced to simple chord progressions. Students will use criteria for the composition to refine musical creation, and assist in developing that criteria.
5th	Using originally created rhythm/tonal patterns, students will create and perform original musical ideas within a specific harmonic context (major/minor), and use simple chord progressions. Students will use criteria for the composition to refine musical creation, and assist in developing that criteria.
Core Activity: Improvisation: Students may do this individually, or in groups.	

Pre-K	Students will improvise on appropriate classroom music instruments through exploration.
K	Students will improvise on appropriate classroom music instruments through exploration. The teacher may identify known rhythm/tonal patterns to the students.
1st	Students will explore and improvise on appropriate classroom music instruments, and identify known rhythm/tonal patterns with teacher guidance.
2nd	Students will explore and improvise on appropriate classroom music instruments, and identify known rhythm/tonal patterns.
3rd	Students will improvise on a specific classroom music instrument, within specific musical contexts as guided by the teacher, including using specific rhythm/tonal patterns.
4th	Students will improvise on a chosen appropriate classroom music instrument, within specific musical contexts. The teacher will guide the students in using these improvisations into a pathway for composition.
5th	Students will improvise on a chosen appropriate classroom music instrument, within a specific musical context, as chosen by the students. The teacher will assist the students in using these improvisations into a pathway for composition.

Accommodations and Modifications
Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below. An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation. **Special Education and 504 Plans** All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan. • Pre-teach or preview vocabulary • Repeat or reword directions • Have students repeat directions • Use of small group instruction • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments • Repetition and time for additional practice • Model skills/techniques to be mastered • Extended time to complete task/assignment/work

- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor

- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration
__x__**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 create and communicate knowledge. ____**8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit Plan Title	Performing
Suggested Time Frame	Ongoing and Continuous

Overview / Rationale

All students will be given the opportunity to perform music, from various genres and cultural settings. The teacher will work with students to perform music through singing, vocalization of rhythmic speech pieces, and appropriate classroom music instruments. Students will perform for their peers as a class, given the opportunity to "get a taste" of an ensemble experience. Notation will be used at all grade levels using iconic notation in younger grades (PK to 1) and standard notation as students age (1 to 5). Through performing music, both their own creation and the works of others, students will be encouraged to be confident performers and be able to participate in school ensembles.

Stage 1 – Desired Results

2014 New Jersey Student Learning Standards for Visual and Performing Arts
Note: The instructor and administration will work to align this course to the most recent New Jersey Student Learning Standards for the Visual and Performing Arts, as set by the Department of Education.

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 music.
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.
1.3-Performance
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.
1.4-Aesthetic Responses & Critique Methodologies
All students will demonstrate and apply an understanding of arts, philosophies, judgement, and analysis to works of art in music.

National Core Art Standards for Music						
Performing						
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.						
MU:Pr4.1.PK	MU:Pr4.1.K	MU:Pr4.1.1	MU:Pr4.1.2	MU:Pr4.1.3	MU:Pr4.1.4	MU:Pr4.1.5
a With substantial guidance,	a With guidance, demonstrate	a With limited guidance,	a Demonstrate and explain	a Demonstrate and explain	a Demonstrate and explain	a Demonstrate and explain how the selection of

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	demonstrate and state preference for varied musical selections.	and state personal interest in varied musical selections.	demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	personal interest in, knowledge about, and purpose of varied musical selections.	how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context .	how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .	music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.
A n a l y z e	MU:Pr4.2.PK	MU:Pr4.2.K	MU:Pr4.2.1	MU:Pr4.2.2	MU:Pr4.2.3	MU:Pr4.2.4	MU:Pr4.2.5
	a With substantial guidance, explore and demonstrate awareness of musical contrasts.	a With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance	a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	a Demonstrate understanding of the structure in music selected for performance	a Demonstrate understanding of the structure and the elements of music (such as rhythm , pitch , and form) in music selected for performance.	a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance
			b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation	b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	b When analyzing selected music, read and perform using iconic and/or standard notation.	b When analyzing selected music, read and perform using standard notation.
					c Describe how context (such as personal and social) can inform a performance.	c Explain how context (such as social and cultural) informs a performance.	c Explain how context (such as social, cultural, and historical) informs performances.
I	MU:Pr4.3.PK	MU:Pr4.3.K	MU:Pr4.3.1	MU:Pr4.3.2	MU:Pr4.3.3	MU:Pr4.3.4	MU:Pr4.3.5

n t e r p r e t	a With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	a With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent	a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre) .	a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style)

	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.						
R e h e a r s e, E v a l u a t e, & R e f i n e	MU:Pr5.1.PK	MU:Pr5.1.K	MU:Pr5.1.1	MU:Pr5.1.2	MU:Pr5.1.3	MU:Pr5.1.4	MU:Pr5.1.5
	a With substantial guidance, practice and demonstrate what they like about their own performances	a With guidance, apply personal, teacher, and peer feedback to refine performances.	a With limited guidance, apply personal, teacher, and peer feedback to refine performances	a - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	a - Apply teacher provided and collaboratively - developed criteria and feedback to evaluate accuracy of ensemble performances.	a Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	a Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
R e f i n e	b With substantial guidance, apply personal, peer, and teacher feedback to refine performances	b With guidance , use suggested strategies in rehearsal to improve the expressive qualities of music	b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show

							improvement over time

	Anchor Standard 6: Convey meaning through the presentation of artistic work						
P r e s e n t	MU:Pr6.1.PK	MU:Pr6.1.K	MU:Pr6.1.1	MU:Pr6.1.2	MU:Pr6.1.3	MU:Pr6.1.4	MU:Pr6.1.5
	a With substantial guidance, perform music with expression.	a With guidance, perform music with expression.	a With limited guidance, perform music for a specific purpose with expression.	a Perform music for a specific purpose with expression and technical accuracy.	a Perform music with expression and technical accuracy.	a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.	a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
		b Perform appropriately for the audience.	b Perform appropriately for the audience and purpose .	b Perform appropriately for the audience and purpose.	b Demonstrate performance decorum and audience etiquette appropriate for the context and venue .	b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .	b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .

Connecting
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
MU:Cn10.0.PK - 5: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
MU:Cn11.0.PK - 5: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions:	**Enduring Understandings:**

Note: Essential questions will be adapted to meet the appropriate standards for the appropriate grade level. ● How do performers select repertoire? ● How does understanding the structure and context of musical works inform performance? ● How do performers interpret musical works? ● 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? ● What is the connection between music learning and performance within an ensemble context? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	*Note: Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level.* ● 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. ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● 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 ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Knowledge: *Students will know, at the grade appropriate level to meet appropriate grade level standards…* ● Iconic notation (PK to 1) or standard notation (1 to 5) for musicking ● Why having a knowledge of rhythmic and tonal patterns are important for music reading and performance ● Symbols for musical interpretation, expression, dynamics, and articulation	**Skills:** *Students will be able to, at the grade appropriate level to meet appropriate grade level standards…* ● Read iconic notation (PK to 1) or standard notation (1 to 5) for musicking ● Audiate, perform, and read various rhythm and tonal patterns that can then be applied to reading music for performance

● The importance of performing with others ● That musical independence means the confidence to perform musical ideas independent of teacher assistance ● How to choose music for performance (instrumental or vocal), based on ability level, and other appropriate criteria ● Non-musical actions associated with a performance, such as equipment set up, dress code, audience behaviors, etc. ● Appropriate solefege syllables for singing, and learning to read music	● Select, rehearse, and perform music for, self, peers, and others ● Evaluate and refine musical performances, based on feedback from the teacher, peers, and self reflection ● In 3rd grade focus on learning technique for one appropriate pitched classroom music instrument: Orff instrument, pitched rhythm instrument, piano/keyboard, guitar-like instrument ● Apply various musical expressions and dynamics to a musical performance ● Perform rounds, partner songs, and two-part harmony within the context of a classroom performance ● Sing and use solefege syllables

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – **21ˢᵗ Century Themes**			**Indicate whether these skills are:** ● **E – encouraged** ● **T – taught** ● **A – assessed** **Career Ready Practices**	
9.1	**Personal Financial Literacy**		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer		ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		E	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ET	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	**Career Awareness, Exploration, and Preparation**			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.

	Career Exploration		ETA	CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure **-**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.

New Jersey Student Learning Standards for Social Studies:

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 35 world citizens in the 21st century.

Student Resources

- Silver Burdett's *Making Music* series
- *General Music K-8,* series
- Instruments for classroom music, such as rhythm sticks, tambourines, Boomwackers, Orff xylophones
- Harmonizing instruments such as piano, and guitar like instruments
- Sheet music
- Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration

Teacher Resources

- Silver Burdett's *Making Music* series
- Digital
  - Google Apps for Education
  - Class Dojo
  - Applications for recording and playing back music
- Various sources of recorded music, CDs to Digital
- Instruments for classroom music, such as rhythm sticks, tambourines, Boomwackers, Orff xylophones
- Harmonizing instruments such as piano, and guitar-like instruments
- An appropriate piano for accompanying classroom music
- Recordings and videos relating to Music History, appropriate to meet standards
- Sheet music of various genres
- Rhythm and Tonal cards, displayed in the classroom and available for hands on use
- Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration

Stage 2 – Assessment Evidence	
Performance Task(s): - Reading appropriate musical notation (iconic notation grades PK to 1, standard notation grades 1 to 5) for a musical performance - Performing on various appropriate classroom music instruments - Singing in unison, rounds, partner songs, and two part harmony - In-class performances for peers - Self and peer critique of musical creations	**Other Evidence:** - Formative assessment through teacher observation of student musicking - Teacher feedback - Department created rubrics

Stage 3 – Learning Plan	
Instructional Strategies	**Descriptions** - Teacher vocalization: Using voice to sing specific tones/pitches for students - Modeling: Includes demonstrating rhythms with body percussion, playing harmonizing instruments for students, etc… - Developing rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform - Teaching specific musical concepts such as notes, rhythms, pitches, etc… that will encourage students to read and use standard notation - Teaching skills to use appropriate classroom music instruments such as rhythm instruments, Orff Xylophones, Piano, and guitar-like instruments. The instructor will choose one of these instruments to focus on during 3rd grade. - Work with students to develop criteria for successful performances. - Providing students with constructive feedback on their musical creations and performances, and teaching students to do the same for peers and self. - The instructor will also teach students how to revise their musical creations and performances, based on teacher/self/peer feedback. - Singing: Teacher will instruct students to sing on pitch and in tune, singing in unison, as a partner song, round (canon), and two-part harmony. When working with part singing, the teacher will ensure the class rehearses using all parts of the piece. - Encouraging students to continue musical participation outside of the General Music Classroom, including appropriate school ensembles.

	● Encouraging students to realize the benefits of Music Education, and understand why it is important. ● Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration

Suggested Learning Activities for Performing
Listed are core activities, with details broken down by grade level

Core Activity: Select, rehearse, refine, and perform works of musical literature. Performances will be as individuals, and with others, within the context of a "classroom ensemble." Students will perform using both appropriate classroom instruments, and their voice.	
Pre-K	With substantial teacher guidance, students will ● Select music for performance by stating a preference for a musical genre ● Rehearse and refine with substantial teacher instruction, being able to demonstrate musical contrast ● With guidance, use iconic notation for performance ● With teacher assistance, perform for self, peers, and others in a context that is appropriate for the student ● Use appropriate classroom rhythm instruments ● Sing in unison, and sing in tune and on pitch with teacher guidance
K	With teacher guidance, students will ● Select music for performance by stating a preference for a musical genre, and explain why the preference exists ● Rehearse and refine with teacher instruction, being able to demonstrate and understand musical contrast (dynamics, articulations, expression, tempo, modality) ● Use and understand iconic notation for performance ● With teacher assistance, perform for self, peers, and others a variety of musical genres ● Use appropriate classroom rhythm instruments, including being introduced to pitch rhythm instruments ● Sing in unison, able to sing in tune and on pitch. Students will be able to match pitch as sung to them
1	With limited teacher guidance, students will ● Select music for performance and discuss personal interest in musical selections ● Rehearse and refine with teacher instruction, being able to demonstrate and understand musical contrast (dynamics, articulations, expression, tempo, modality) ● Transition from using iconic notation to reading standard notation for music performance ● Perform for self, peers, and others a variety of musical genres and styles ● Use appropriate classroom rhythm instruments, including pitch rhythm instruments

	● Sing using solefege syllables, understanding the location of tonic, and some relative pitches, when reading standard notation ● Sing songs in an "ensemble" context, both unison and partner songs
2	● Select music for performance and discuss personal interest and the purpose of the musical selections ● Rehearse and refine with teacher instruction, perform and understand musical contrast (dynamics, articulations, expression, tempo, modality), both in standard notation and in performance ● Use standard notation for musical performance ● Perform for self, peers, and others a variety of musical genres and styles, with a varying degree of difficulty ● Use appropriate classroom rhythm instruments, including pitch rhythm instruments. Students may perform in sections, using different assigned instruments. ● Sing using solefege syllables, understanding the location of tonic, and identify relative pitches, when reading standard notation ● Sing songs in an "ensemble" context: unison, partner songs, and rounds (canons)
3	● Understand how personal interest in music affects the selection of pieces for performance ● With teacher instruction, rehearse and refine various musical selections, understanding how to interpret and perform symbols of musical contrast (dynamics, articulations, expression, tempo, modality), using standard notation ● Use standard notation for musical performance ● Perform for self, peers, and others a variety of musical genres and styles, with a varying degree of difficulty. Students will begin to understand the concept of musical/artistic intent. ● Learn technique for rehearsing and performing on one teacher-selected instrument from the following: Guitar-like instrument, piano/keyboard, pitched percussion instrument. Students will use standard notation. ● Sing using solefege syllables, understanding the location of tonic, and identify relative pitches, when reading standard notation. ● Sing songs in an "ensemble" context: unison, partner songs, and rounds (canons). Students may be introduced to two-part harmony.
4	● Understand how personal interest in music , and technical ability affects the selection of pieces for performance ● With teacher instruction, rehearse and refine various musical selections, understanding how to interpret and perform symbols of musical contrast (dynamics, articulations, expression, tempo, modality)d, using standard notation ● Use standard notation for musical performance ● Perform for self, peers, and others a variety of musical genres and styles,

	with a varying degree of difficulty. With teacher guidance, students will be able to identify the artistic intent of a piece. ● Chose and use various appropriate classroom instruments, as part of a musical performance. The performance may be in an "ensemble" context, with vocals. ● Sing using solefege syllables, understanding the location of tonic, and identify relative pitches, when reading standard notation. Students may begin using solefege syllables for pieces in both major and minor. ● Sing songs in an "ensemble" context: unison, partner songs, and rounds (canons). Students will begin to sing in two-part harmony.
5	● Explain how personal interest in music, and technical ability affects the selection of pieces for performance ● With teacher instruction, rehearse and refine various musical selections, understanding how to interpret and perform symbols of musical contrast (dynamics, articulations, expression, tempo, modality), using standard notation ● Use standard notation for musical performance. ● Perform for self, peers, and others a variety of musical genres and styles, with a varying degree of difficulty. Students will be able to identify the artistic intent of a piece. ● Chose and use various appropriate classroom instruments, as part of a musical performance. The performance will be in an "ensemble" context, with vocals. ● Sing using solefege syllables, understanding the location of tonic, and identify relative pitches, when reading standard notation. Students will use solefege syllables for pieces in both major and minor. ● Sing songs in an "ensemble" context: unison, partner songs, rounds (canons), and two-part harmony.

Core Activity: Audiate, visualize, and perform various rhythmic and tonal patterns. Rhythm patterns will be sung and/or performed using appropriate classroom instruments.	
Pre-K	Students will audiate and perform rhythmic patterns, through teacher "call and response." The teacher may relate patterns to specific songs that the students are learning.
K	● Students will audiate and perform rhythmic patterns, and be introduced to visualizing patterns through iconic notation. ● Students will audiate and perform tonal patterns through teacher "call and response." ● The teacher will relate patterns to specific songs that the students are learning.
1	● Students will audiate and perform rhythmic patterns, visualizing patterns with iconic notation and transition to using standard notation

	● Students will audiate and perform tonal patterns, with solefege, visualizing patterns with iconic and standard notation. ● The teacher will connect patterns to specific songs that the students are learning.
2	● Students will audiate and perform rhythmic patterns using standard notation ● Students will audiate and perform tonal patterns with solefege, visualizing patterns with standard notation ● The teacher will connect patterns to specific songs that the students are learning, choosing patterns based on musical literature
3	● Students will audiate and perform rhythmic patterns using standard notation, using a teacher chosen focus instrument (piano/keyboard, guitar-like instrument, pitched percussion) ● Students will audiate and perform tonal patterns with solefege, using standard notation ● The teacher will connect patterns to specific songs that students are learning choosing patterns based on musical literature. Students will be able to recognize patterns in the literature
4	● Students will audiate and perform rhythmic patterns using standard notation. Students may perform patterns in partner song fashion. ● Students will audiate and perform tonal patterns with solefege using, standard notation. ● The teacher will connect patterns to specific songs that students are learning, choosing patterns based on musical literature. Students will be able to recognize patterns in the literature
5	● Students will audiate and perform rhythmic patterns using standard notation. Students may perform patterns in partner song fashion. ● Students will audiate and perform tonal patterns with solefege, using standard notation ● The teacher will assist students in choosing patterns that the students feel will help them learn musical literature for performance

Accommodations and Modifications
Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.   An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation. **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers

- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level

- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration

__x__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 create and communicate knowledge.

____8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit Plan Title	Responding
Suggested Time Frame	Ongoing and Continuous

Overview / Rationale
All students will be given the opportunity to respond to music, through constructive critique methods, and apply various criteria for analyzing. Students will listen and respond to their own musical performances (both music they created, and the music of others), and listen and respond to music Students will be able to connect to music of the past, respond to the music of various historically and stylistically significant composers of various genres, and cultural backgrounds.

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 All students will understand the role, development, and influence of the arts throughout history and across cultures.
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All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.
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All students will demonstrate and apply an understanding of arts, philosophies, judgement, and analysis to works of art in music.

National Core Art Standards for Music
Responding
Anchor Standard 7: Perceive and analyze artistic work.

S e l e c t	MU:Re7.1.PK	MU:Re7.1.K	MU:Re7.1.1	MU:Re7.1.2	MU:Re7.1.3	MU:Re7.1.4	MU:Re7.1.5
	a With substantial guidance, state personal interests and demonstrate	a With guidance, list personal interests and experiences and demonstrate	a With limited guidance, identify and demonstrate how personal interests and	a Explain and demonstrate how personal interests and experiences influence	a Demonstrate and describe how selected music connects to and is	a Demonstrate and explain how selected music connects to and is	a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by

why they prefer some music selections over others.	why they prefer some music selections over others	experiences influence musical selection for specific purposes.	musical selection for specific purposes.	influenced by specific interests, experiences, or purposes.	influenced by specific interests, experiences, purposes, or contexts.	specific interests, experiences, purposes, or contexts.
MU:Re7.2.PK	MU:Re7.2.K	MU:Re7.2.1	MU:Re7.2.2	MU:Re7.2.3	MU:Re7.2.4	MU:Re7.2.5
a With substantial guidance, explore musical contrasts in music.	a With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	a Describe how specific music concepts are used to support a specific purpose in music.	a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).	a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).	a Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Anchor Standard 8: Interpret intent and meaning in artistic work.						
I n t e r p r e t	MU:Re8.1.PK	MU:Re8.1.K	MU:Re8.1.1	MU:Re8.1.2	MU:Re8.1.3	MU:Re8.1.4	MU:Re8.1.5
	a With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).	a With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.	a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.	a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent .	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.	a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.							
E v a l u a t e	MU:Re9.1.PK	MU:Re9.1.K	MU:Re9.1.1	MU:Re9.1.2	MU:Re9.1.3	MU:Re9.1.4	MU:Re9.1.5
	a With substantial guidance, talk about personal and expressive preferences in music.	a With guidance, apply personal and expressive preferences in the evaluation of music	a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes	a Apply personal and expressive preferences in the evaluation of music for specific purposes	a Evaluate musical works and performances, applying established criteria , and describe appropriateness to the context .	a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music .

Connecting
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
MU:Cn10.0.PK - 5: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
MU:Cn11.0.PK - 5: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions:	**Enduring Understandings:**
Note: Essential questions will be adapted to meet the appropriate standards for the appropriate grade level. ● How do individuals choose music to experience? ● How do individuals choose music to experience? ● How do we discern the musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)?	*Note: Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level.* ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and

● What specific musical differences are heard when comparing genres? ● Why is it important to listen and respond to musical works of the past, including different recordings of the same work? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	performers manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● 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. ● Connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Knowledge: *Students will know, at the grade appropriate level to meet appropriate grade level standards…* ● Criteria for the evaluation of musical performances; both music performed by self/peers, and music performed by others. Students will also know how develop and choose criteria based on the context of the performance. ● How to identify personal interest in specific musical genres, and explain why said interest exists. ● The various contrasts that exist in music, including but not limited to tempi, articulation, modality, expression, style, etc… ● How to respond to and evaluate performances by self and peers. ● How to refine and improve musical works. ● Musical and biographical information about historically significant composers and performers, from various genres and cultural backgrounds.	**Skills:** *Students will be able to, at the grade appropriate level to meet appropriate grade level standards…* ● Choose criteria for the evaluation of musical performances, both music performed by self/peers, and music performed by others. ● Respond to musical performances, by describing them using specific musical terminology. ● Identify and describe music from various genres and cultural backgrounds. ● Identify in both notation (iconic P-1, standard 1-5) and hearing, various contrasts in music, including but not limited to tempi, articulation, modality, expression, style, etc… ● Record through digital means, evaluate and refine musical performances, based on student chosen criteria. ● Describe, and further research, musical and biographical information about historically significant composers and performers, from various genres and cultural backgrounds.

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – **21st Century Themes**			**Indicate whether these skills are:** ● **E – encouraged** ● **T – taught** ● **A – assessed** **Career Ready Practices**	
9.1	**Personal Financial Literacy**		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer		ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		E	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ET	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	**Career Awareness, Exploration, and Preparation**			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		ETA	CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections				

New Jersey Student Learning Standards for English Language Arts

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure **-**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.

New Jersey Student Learning Standards for Social Studies:

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 35 world citizens in the 21st century.

Student Resources
● Silver Burdett's *Making Music* series ● *General Music K-8,* series ● Instruments for classroom music, such as rhythm sticks, tambourines, Boomwackers, Orff xylophones ● Harmonizing instruments such as piano, and guitar like instruments ● Sheet music ● Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration
Teacher Resources

● Silver Burdett's *Making Music* series
● Digital
   ○ Google Apps for Education
   ○ Class Dojo
   ○ Applications for recording and playing back music
● Various sources of recorded music, CDs to Digital
● Instruments for classroom music, such as rhythm sticks, tambourines, Boomwackers, Orff xylophones
● Harmonizing instruments such as piano, and guitar-like instruments
● An appropriate piano for accompanying classroom music
● Recordings and videos relating to Music History, appropriate to meet standards
● Sheet music of various genres
● Rhythm and Tonal cards, displayed in the classroom and available for hands on use
● Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration

Stage 2 – Assessment Evidence	
Performance Task(s): ● Responding to musical performances of self/peers/others, using specific musical terminology ● Responding to musical contrasts when both reading notation (iconic P-1, standard 1-5), and when listening to performances ● Developing, selecting, and applying criteria for musical evaluation, and improving the creation/performance based on that evaluation	**Other Evidence:** ● Formative assessment through teacher observation of student musicking ● Teacher feedback ● Department created rubrics

● Responding to music of historically and stylistically significant composers/performers, from various genres and cultural backgrounds	

Stage 3 – Learning Plan	
Instructional Strategies	**Descriptions** ● Teacher vocalization: Using voice to sing specific tones/pitches for students ● Modeling: Includes demonstrating rhythms with body percussion, playing harmonizing instruments for students, etc… ● Developing rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform ● Teaching specific musical concepts such as notes, rhythms, pitches, etc… that will encourage students to read and use standard notation ● Teaching skills to use appropriate classroom music instruments such as rhythm instruments, Orff Xylophones, Piano, and guitar-like instruments. The instructor will choose one of these instruments to focus on during 3rd grade. ● Work with students to develop criteria for successful performances. ● Providing students with constructive feedback on their musical creations and performances, and teaching students to do the same for peers and self. ● The instructor will also teach students how to revise their musical creations and performances, based on teacher/self/peer feedback. ● Singing: Teacher will instruct students to sing on pitch and in tune, singing in unison, as a partner song, round (canon), and two-part harmony. When working with part singing, the teacher will ensure the class rehearses using all parts of the piece. ● Encouraging students to continue musical participation outside of the General Music Classroom, including appropriate school ensembles. ● Encouraging students to realize the benefits of Music Education, and understand why it is important. ● Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration

Suggested Learning Activities for Responding
Listed are core activities, with details broken down by grade level.
Core Activity: Respond to music, when reading notation and/or listening, as performed/created by self/peers/others, from various historically and stylistically significant composers/performers, of various genres and cultural backgrounds.

Pre-K	With substantial teacher guidance...

	● State a personal interest in why students prefer certain music over others ● Explore musical contrasts and expressive qualities ● Talk about expressive preferences in music, in order to evaluate a musical performance
K	With teacher guidance... ● List and demonstrate personal interest in why students prefer certain music over others ● Demonstrate how specific musical contrasts and expressive qualities are used in musical performances ● Apply expressive preferences in music, in order to evaluate a musical performance
1st	With limited teacher guidance... ● List and demonstrate personal interest in why students prefer certain music over others, and how this influences musical selection for specific purposes. ● Demonstrate how specific musical contrasts and expressive qualities are used in musical performances, within the context of a specific musical style and/or purpose ● Apply expressive preferences in music, in order to evaluate a musical performance, for a specific musical purpose
2nd	● Explain and demonstrate personal interest in why students prefer certain music over others, and how this influences musical selection for specific purposes. ● Demonstrate how specific musical contrasts, expressive qualities, and knowledge of musical concepts are used in the context of a specific musical performance, and how they support the performers'/creators' expressive intent ● Apply expressive preferences in music, in order to evaluate a musical performance, for a specific musical purpose
3rd	● Demonstrate and describe how selected music connects to personal interest, based on musical structure, and how that music influenced by specific interests and experiences. ● Demonstrate how specific musical contrasts, expressive qualities, and knowledge of musical concepts support the performers'/creators' interpretation and expressive intent. ● Evaluate a musical work, using established criteria, and music specific terminology, and describe appropriate to the musical context/style
4th	● Demonstrate and explain how selected music connects to personal interest, based on musical structure, and how that music influenced by specific interests, experiences. ● Demonstrate how specific musical contrasts, expressive qualities, and knowledge of musical concepts support the performers'/creators' interpretation and expressive intent, and context (social and cultural).

	● Evaluate a musical work, using established criteria, and music specific terminology, and explain appropriate to the musical context/style
5th	● Demonstrate and explain how selected music connects to personal interest, based on musical structure, and how that music influenced by specific interests, experiences, and social contexts. ● Demonstrate how specific musical contrasts, expressive qualities, and knowledge of musical concepts support the performers'/creators' interpretation and expressive intent, and context (social, cultural, and historical). ● Evaluate a musical work, using established criteria, and music specific terminology, and explain appropriate to the musical context/style. Students will cite evidence using specific musical elements.

Core Activity: Choose, and develop criteria for the evaluation of musical works, by self/peers/others.	
Pre-K	Students will evaluate musical works, based on teacher questioning and guidance.
K	Students will evaluate musical works, based on teacher questioning and guidance. Students may offer additional criteria by which the work can be evaluated.
1st	Students will understand criteria by which to evaluate a musical work. The teacher will provide the criteria, and assist students in applying said criteria.
2nd	Students will understand and choose criteria by which to evaluate a musical work. The teacher will provide options, and assist students in applying the chosen criteria.
3rd	Students will choose criteria by which to evaluate a musical work, based on technical ability, style, and/or genre. The teacher will provide options, and assist students in applying the chosen criteria.
4th	Students will develop criteria by which to evaluate a musical work, based on technical ability, style, and/or genre. The teacher will provide assistance, and assist students in applying the chosen criteria.
5th	Students will develop criteria by which to evaluate a musical work, based on technical ability, style, and/or genre. The teacher will provide assistance, and assist students in applying the chosen criteria. Students will refine their selections of criteria, based on the application of said criteria.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions

- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)

- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration

__x__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 create and communicate knowledge.

____8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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