

# 2nd Grade Music

## Course Compendium

### **UNITS OF STUDY\***

Unit 1- *Performance Preparation* (8 weeks, September)

Unit 2- *Introducing Music Literacy* (4 weeks, November)

Unit 3- *Musical Insight* (8 Weeks, December)

Unit 4- *Exploring Music Literacy* (8 weeks, February)

Unit 5- *Folk, Seasonal, and Patriotic Music* (8 Weeks, April)

### **INTERDISCIPLINARY CONNECTIONS**

#### **Social Studies**

**6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### **Language Arts**

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

**RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

**NJSLSA.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **21st Century Life and Careers**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Technology**

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade2</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Preassesses to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12.Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p>
		<b>Students with 504 Plan</b>
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
At Risk Learners / Differentiation Strategies		
<ul style="list-style-type: none"> <li>Alternative Assessments</li> <li>Choice Boards</li> <li>Games and Tournaments</li> <li>Group Investigations</li> </ul>	<ul style="list-style-type: none"> <li>Independent Research &amp; Projects</li> <li>Multiple Intelligence Options</li> <li>Project-Based Learning</li> <li>Varied Supplemental Activities</li> <li>Tiered Activities/Assignments</li> <li>Tiered Products</li> <li>Graphic Organizers</li> <li>Choice of Songs/Activities</li> <li>Mini-Workshops to Reteach or Extend</li> <li>Think-Pair-Share by readiness or interest</li> <li>Use of Collaboration of Various Activities</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Think-Tac-Toe</li> <li>Cubing Activities</li> <li>Exploration by Interest</li> <li>Flexible Grouping</li> <li>Goal-Setting with Students</li> <li>Homework Options</li> <li>Open-Ended Activities</li> <li>Varied Product Choices</li> <li>Stations/Centers</li> <li>Work Alone/Together</li> </ul>

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