

Unit 2: Performing

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Artistic Process: Performing

1. Developing and refining techniques and models or steps needed to create products.
 2. Selecting, analyzing and interpreting work.
 3. Conveying meaning through art.
- In today's multimedia society, the arts are omnipresent, and provide powerful and essential means of communication.
 - Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.
 - Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs.
 - Participation in the arts as creators, performers/presenters/producers and audience members (responders) enhances mental, physical and emotional well-being.
 - The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare and share artwork that bring communities together.

ESSENTIAL QUESTIONS

How do performers select repertoire?

How do musicians improve the quality of their performance?

When is a performance judged ready to present?

How do contact and the manner in which musical work is presented influence audience response?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

Music

MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
MU.K-2.1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MU.K-2.1.3A.2.Pr6b	Perform appropriately for the audience and purpose.

New Section New Jersey (NJSL) - Grades K-2 - Visual and Performing Arts (2020) - Theater

TH.K-2.1.4.2.Pr4a	With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Pr4b	Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Pr5b	Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Pr6a	Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
TH.K-2.1.4.2.Re7a	Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Re8a	With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

TECH.8.1.2.A.1

Identify the basic features of a digital device and explain its purpose.

PRE-ASSESSMENTS

Previous year's music grades

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to demonstrate and explain personal interest selections.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussions -Listening Maps -Listening journal
Success Criteria	Students can demonstrate and explain personal interest in selections.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives - Computer and related online materials - Quaver Music Online

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or

Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most important

Visuals: The teacher uses graphics, pictures, visuals, and non-verbal cues to help students comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary words they will need to know for a benchmark. Pictures to go with the vocabulary words is also very beneficial.

Special Education Students

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory to deliver information is to organize it into meaningful units. Chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding. Teachers want to make sure students understand the sense to them.

Extra time: The teacher provides students with special needs. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Text should be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. Students with trouble completing tasks. Timers can be helpful so the student can complete the assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working memory to deliver information is to organize it into meaningful units chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and Students will be challenged to further their understanding, reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate Additional reading, problem-solving, writing, or project work at a rate more accelerated than their peers. In this way, Gifted & special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions directions/instructions verbally and in simple written form to ensure understanding occurs. Check back with the student to

Peer Support: Peers can help build confidence in other students 3 before me' approach. This is fine, however, a student at risk

up for the student so he/she knows who to ask for clarification

Alternate or Modified Assignments: Always ask yourself "Can students at risk are able to complete it?" Sometimes you'll simplify the task or use a different mode of delivery. For instance, many students may not be able to give you the information verbally. Or, it just may be that you need to provide

Increase One to One Time: When other students are working on the task, work out if they're on track or needing some additional support. Provide support as the need presents itself.

Contracts: It helps to have a working contract between you and the student. Each day need to be done and ensure completion happens. Each day something is done, provide a checkmark or happy face. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms and use manipulatives. A child may require a calculator or counters. The child may need to use a calculator. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if need be. Break the test in the morning, another portion after lunch and the afternoon.

Seating: Seat students near a helping peer or with quick access to you. Be close to the instruction which often means near the front of the room.

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to apply established criteria to judge the accuracy of musical performances.
Student Learning Strategies	- Musical vocabulary - Recorded performance examples
Success Criteria	Students can apply established criteria to judge the accuracy of musical performances.

Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives -Computer and related online materials -Quaver Music Online
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or</p> <p>Adjusted Speech: The teacher changes speech patterns to : the students, paraphrasing, clearly indicating the most impo</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocal important vocabulary words they will need to know for a b pictures to go with the vocabulary words is also very benef</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working me to deliver information is to organize it into meaningful unit easily, chunking is an effective strategy to use with them.</p> <p>Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.</p>

Extra time: The teacher provides students with special needs. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Students will be read aloud to the student.

Timers: The teacher will use timers as an instructional tool to help students with trouble completing tasks. Timers can be helpful so the student can complete the assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory can only hold a limited amount of information at one time. To deliver information is to organize it into meaningful units. For students with learning disabilities, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding. Teachers want to make sure students understand the material and make sense to them.

Extra time: The teacher provides students with special needs. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extensions and enrichments. Students will be challenged to further their understanding, and to apply their knowledge in reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate individual students. Additional reading, problem-solving, writing, or project work may be used.

at a rate more accelerated than their peers. In this way, G & special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure understanding.

Peer Support: Peers can help build confidence in other students. Use the 'ask 3 before me' approach. This is fine, however, a student should be encouraged to ask for help from the teacher. Set this up for the student so he/she knows who to ask for help.

Alternate or Modified Assignments: Always ask yourself "Can students at risk complete this?" Sometimes you'll simplify the assignment or use a different mode of delivery. For instance, many students may prefer to give you the information verbally. Or, it just may be that you need to provide additional support.

Increase One to One Time: When other students are working, pull out students who are out of track or needing some additional support. Provide support as the need presents itself.

Contracts: It helps to have a working contract between you and the student that need to be done and ensure completion happens. Each time a task is done, provide a checkmark or happy face. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms as much as possible. Some tasks may require a calculator or counters. The child may need to have a calculator or counters. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if need be. Break the test in the morning, another portion after lunch and the final portion in the afternoon.

Seating: Seat students near a helping peer or with quick access to the teacher. Seating should be close to the instruction which often means near the front of the classroom.

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to demonstrate knowledge of basic music concepts and perform simple musical pieces in a variety of styles and genres.
Student Learning Strategies	<ul style="list-style-type: none">- Rote learning- Folk songs or other age-appropriate literature
Success Criteria	Students can demonstrate knowledge of basic music concepts and perform simple musical pieces in a variety of styles and genres.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none">- Piano- Board- Journals- Sound System- Classroom Instruments- Student Whiteboard or Communicators- Dry-Erase Markers- Song Manipulatives- Computer and related online materials- Quaver Music Online
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written support in the students' native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most important information.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and non-verbal cues to help students comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary words they will need to know for a particular lesson or unit.</p>

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Special Education Students

Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working me to deliver information is to organize it into meaningful unit chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.

Extra time: The teacher provides students with special nec important to give students enough time to process their tho

Oral Reading: The teacher will read work orally to studen be read aloud to the student.

Timers: The teacher will use timers as an instructional too trouble completing tasks. Timers can be helpful so the stud assignment.

Students with 504 Plans

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Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.

Extra time: The teacher provides students with special nec

important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with challenging activities. Students will be challenged to further their understanding, apply their knowledge, and make reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate individual student needs. Additional reading, problem-solving, writing, or project work may be assigned at a rate more accelerated than their peers. In this way, Gifted and Talented students and special needs students are both supported.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given both verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure they understand.

Peer Support: Peers can help build confidence in other students. Use a "buddy" or "3 before me" approach. This is fine, however, a student at risk of failure should be identified up for the student so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself, "Can a student at risk complete this?" Sometimes you'll simplify the assignment or use a different mode of delivery. For instance, many students may prefer to give you the information verbally. Or, it just may be that you need to provide additional support.

Increase One to One Time: When other students are working independently, use this time to work out if they're on track or needing some additional support. Address the need as the need presents itself.

Contracts: It helps to have a working contract between you and the student.

need to be done and ensure completion happens. Each day done, provide a checkmark or happy face. The goal of using completion sign-offs.

Hands On: As much as possible, think in concrete terms a may require a calculator or counters. The child may need to them. A child may have to listen to a story being read inste

Tests/Assessments: Tests can be done orally if need be. B the test in the morning, another portion after lunch and the
Seating: Seat students near a helping peer or with quick acc be close to the instruction which often means near the front

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to analyze selected music by reading and perform iconic or standard notation.
Student Learning Strategies	<ul style="list-style-type: none"> - Tonal Patterns - Rhythmic Patterns - Selected Repertoire
Success Criteria	Students can analyze selected music by reading and performing iconic or standard notation.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives - Computer and related online materials - Quaver Music Online

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written

Adjusted Speech: The teacher changes speech patterns to increase understanding for the students, paraphrasing, clearly indicating the most important

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives to help students understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary by introducing important vocabulary words they will need to know for a book, lesson, or unit. Including pictures to go with the vocabulary words is also very helpful.

Special Education Students

Chunking: The teacher presents information in a way that makes it easier to understand. Chunking is based on the presumption that our working memory can only hold a limited amount of information at one time. One way to deliver information is to organize it into meaningful units. For students who become overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding. Teachers want to make sure students understand the material and that it makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete assignments. It is important to give students enough time to process their thoughts and complete their work.

Oral Reading: The teacher will read work orally to students. Content that is difficult to read or needs to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The teacher can use timers to help students with trouble completing tasks. Timers can be helpful so the student is not overwhelmed by an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that make
Chunking is based on the presumption that our working memory
way to deliver information is to organize it into meaningful units
overloaded easily, chunking is an effective strategy to use with t

Checking for Understanding: It is important to constantly chec
have accommodations. Teachers want to make sure students und
makes sense to them.

Extra time: The teacher provides students with special needs ex
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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and tale
Students will be challenged to further their understanding, to app
something in reference to acquired knowledge.

Modify/Change Activities:

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Additional reading, problem-solving, writing, or project work is
on at a rate more accelerated than their peers. In this way, G & T
support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instruc
directions/instrat. As
ensure understanding occurs. Check back with the student to ens

Peer Support: Peers can help build confidence in other students l
'ask 3 before me' approach. This is fine, however, a student at ris

Set this up for the student so he/she knows who to ask for clarifi

Alternate or Modified Assignments: Always ask yourself, "How can students at risk be able to complete it?" Sometimes you'll simply allow for a different mode of delivery. For instance, many students jot notes and give you the information verbally. Or, it just may be an assignment.

Increase One to One Time: When other students are working, check out if they're on track or needing some additional support. A few minutes intervene as the need presents itself.

Contracts: It helps to have a working contract between you and the student that need to be done and ensure completion happens. Each day you are done, provide a checkmark or happy face. The goal of using contracts is to give you a sign-off for completion.

Hands On: As much as possible, think in concrete terms and provide concrete examples. Some students may require a calculator or counters. The child may need to tape pictures to their work. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if need be. Break the test into portions. Give one portion of the test in the morning, another portion after lunch and the final portion in the afternoon. Seating: Seat students near a helping peer or with quick access to you. The student's desk need to be close to the instruction which often means near the front of the room.

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)

We are learning how to demonstrate understanding of how to convey expressive intent.

Student Learning Strategies

- Class discussions
- Listening Maps
- Listening Journals

	<ul style="list-style-type: none"> - Musical Vocabulary
<p>Success Criteria</p>	<p>Student can demonstrate understanding of basic expressive intent.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Teacher and peer directed informal assessment</p>
<p>Activities and Resources</p>	<ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives -Computer and related online materials -Quaver Music Online
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or</p> <p>Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most impo</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads voca important vocabulary words they will need to know for a b pictures to go with the vocabulary words is also very benef</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working me to deliver information is to organize it into meaningful unit chunking is an effective strategy to use with them.</p>

Checking for Understanding: It is important to constantly accommodate. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Text should be read aloud to the student.

Timers: The teacher will use timers as an instructional tool to help students with trouble completing tasks. Timers can be helpful so the student can complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory is limited. To deliver information is to organize it into meaningful units. Chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly accommodate. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with challenges. Students will be challenged to further their understanding, apply their reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate Additional reading, problem-solving, writing, or project work at a rate more accelerated than their peers. In this way, Gifted & special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given verbally and in simple written form to ensure understanding occurs. Check back with the student to

Peer Support: Peers can help build confidence in other students using the '3 before me' approach. This is fine, however, a student at risk should be set up for the student so he/she knows who to ask for clarification

Alternate or Modified Assignments: Always ask yourself, "Can students at risk are able to complete it?" Sometimes you'll simplify the assignment or use a different mode of delivery. For instance, many students may prefer to give you the information verbally. Or, it just may be that you

Increase One to One Time: When other students are working out if they're on track or needing some additional support. Provide as the need presents itself.

Contracts: It helps to have a working contract between you and the student. List what needs to be done and ensure completion happens. Each day the student is done, provide a checkmark or happy face. The goal of using contracts is completion sign-offs.

Hands On: As much as possible, think in concrete terms and use manipulatives. A child may require a calculator or counters. The child may need to see a picture. A child may have to listen to a story being read instead of

	<p>Tests/Assessments: Tests can be done orally if need be. By the test in the morning, another portion after lunch and the</p> <p>Seating: Seat students near a helping peer or with quick access be close to the instruction which often means near the front</p>
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MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning how to perform music for a specific purpose
Student Learning Strategies	<ul style="list-style-type: none"> - Performance skills - Audience Etiquette - Rote learning - Folk songs or other age-appropriate literature - Class discussions
Success Criteria	Students can perform music for a specific purpose and audience
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives - Computer and related online materials - Quaver Music Online
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or</p> <p>Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most important</p>

Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads voca important vocabulary words they will need to know for a b pictures to go with the vocabulary words is also very benef

Special Education Students

Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working me to deliver information is to organize it into meaningful unit chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.

Extra time: The teacher provides students with special nee important to give students enough time to process their tho

Oral Reading: The teacher will read work orally to studen be read aloud to the student.

Timers: The teacher will use timers as an instructional too trouble completing tasks. Timers can be helpful so the stud assignment.

Students with 504 Plans

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Checking for Understanding: It is important to constantly accommodate. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with challenges. Students will be challenged to further their understanding, apply, and reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate gifted and talented students. Additional reading, problem-solving, writing, or project work at a rate more accelerated than their peers. In this way, Gifted & Talented students and special needs students are both accommodated.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure understanding.

Peer Support: Peers can help build confidence in other students. Use a '3 before me' approach. This is fine, however, a student at risk of failure should be set up for the student so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself, "Can students at risk complete this?" Sometimes you'll simplify the assignment or use a different mode of delivery. For instance, many students may not be able to give you the information verbally. Or, it just may be that you

	<p>Increase One to One Time: When other students are work out if they're on track or needing some additional support. as the need presents itself.</p> <p>Contracts: It helps to have a working contract between yo need to be done and ensure completion happens. Each day done, provide a checkmark or happy face. The goal of usin completion sign-offs.</p> <p>Hands On: As much as possible, think in concrete terms a may require a calculator or counters. The child may need to them. A child may have to listen to a story being read inste</p> <p>Tests/Assessments: Tests can be done orally if need be. Bi the test in the morning, another portion after lunch and the</p> <p>Seating: Seat students near a helping peer or with quick acc be close to the instruction which often means near the front</p>
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MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to use voice, sound, movement, and gestur drama experience.
Student Learning Strategies	<ul style="list-style-type: none"> - Musical stories - Vocal explorations - Action songs - Skits
Success Criteria	Students can use voice, sound, movement, and gestures to c experience.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment
Activities and Resources	- Piano

- Board
- Journals
- Sound System
- Classroom Instruments
- Student Whiteboard or Communicators
- Dry-Erase Markers
- Song Manipulatives
- Computer and related online materials
- Quaver Music Online

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or

Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most impo

Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads voca important vocabulary words they will need to know for a b pictures to go with the vocabulary words is also very benef

Special Education Students

Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working me to deliver information is to organize it into meaningful unit chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.

Extra time: The teacher provides students with special nec

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be read aloud to the student.

Timers: The teacher will use timers as an instructional too
trouble completing tasks. Timers can be helpful so the stud
assignment.

Students with 504 Plans

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to deliver information is to organize it into meaningful unit
chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly
accommodations. Teachers want to make sure students und
sense to them.

Extra time: The teacher provides students with special ne
important to give students enough time to process their tho

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted an
Students will be challenged to further their understanding,
reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommoda
Additional reading, problem-solving, writing, or project we
at a rate more accelerated than their peers. In this way, G &
special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure understanding.

Peer Support: Peers can help build confidence in other students. Use a '3 before me' approach. This is fine, however, a student at risk should be identified up for the student so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself, "Can students at risk be able to complete it?" Sometimes you'll simplify the assignment or use a different mode of delivery. For instance, many students may not be able to give you the information verbally. Or, it just may be that you need to provide more support.

Increase One to One Time: When other students are working, provide one-to-one support out if they're on track or needing some additional support. Provide support as the need presents itself.

Contracts: It helps to have a working contract between you and the student. List what needs to be done and ensure completion happens. Each day completed, provide a checkmark or happy face. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms and use manipulatives. A child may require a calculator or counters. The child may need to see a picture of the object. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if needed. Break the test into portions. Give the test in the morning, another portion after lunch and the final portion in the afternoon.

Seating: Seat students near a helping peer or with quick access to the teacher. Be close to the instruction which often means near the front of the classroom.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.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.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.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.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.