

Unit 4: Connecting

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

UNIT RATIONALE

Artistic Process: Connecting

1. Synthesizing and relating knowledge and personal experiences to create products
 2. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
- 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 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?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

MU.K-2.1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

TH.K-2.1.4.2.Cn10a	With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
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NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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.
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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 how interests, knowledge : creating, performing, and responding to music.
Student Learning Strategies	<ul style="list-style-type: none"> - Class discussion - Listening examples - Musical vocabulary

Success Criteria	
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 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> <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 lesson. Pictures to go with the vocabulary words is also very beneficial.</p> <p>Special Education Students</p> <p>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. Chunking is an effective strategy to use with them.</p> <p>Checking for Understanding: It is important to constantly</p>

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.

Oral Reading: The teacher will read work orally to students to 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 can only hold a limited amount of information at one time. To deliver information is to organize it into meaningful units. Chunking is an effective strategy to use with students.

Checking for Understanding: It is important to constantly check for understanding. 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 talented students with extensions and enrichments. Students will be challenged to further their understanding, skills, and knowledge in 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 ensure understanding occurs.

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 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 be able to complete it?" Sometimes you'll simplify or use a different mode of delivery. For instance, many students may 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. Increase one-to-one time 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 and use manipulatives. A child may require a calculator or counters. The child may need to see a picture of them. 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 up the test in the morning, another portion after lunch and the

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

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to demonstrate understanding of relationships in varied contexts, and daily life.
Student Learning Strategies	<ul style="list-style-type: none">- Class discussion- Listening examples
Success Criteria	
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 online
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written support.</p> <p>Adjusted Speech: The teacher changes speech patterns to be understandable for the students, paraphrasing, clearly indicating the most important information.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives to help students comprehend the subjects at hand.</p>

Front-Loading Vocabulary: The teacher front loads vocabulary words they will need to know for a book. 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 content.

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. This helps students who struggle to read aloud to the student.

Timers: The teacher will use timers as an instructional tool. Timers can be helpful so the student can complete their assignment.

Students with 504 Plans

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

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 talented students with challenging activities. Students will be challenged to further their understanding, application, 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 will be provided at a rate more accelerated than their peers. In this way, Gifted & Talented students will be challenged and special needs students will be supported.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given clearly. Give directions/instructions 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 'buddy' system or a '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 students at risk complete this?" Sometimes you'll simplify the assignment or provide a different mode of delivery. For instance, many students may not be able to write, so you can give you the information verbally. Or, it just may be that you can provide a different mode of delivery.

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

	<p>Contracts: It helps to have a working contract between you and the student. Each day done, provide a checkmark or happy face. The goal of using contracts is to ensure completion happens. Each day done, provide a checkmark or happy face. The goal of using contracts is to ensure completion happens.</p> <p>Hands On: As much as possible, think in concrete terms and use manipulatives. The child may need to use a calculator or counters. The child may need to use a calculator or counters. The child may need to use a calculator or counters.</p> <p>Tests/Assessments: Tests can be done orally if need be. Be sure to do the test in the morning, another portion after lunch and the end of the day.</p> <p>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 room.</p>
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MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to identify similarities between characters in stories and personal experiences of self and peers.
Student Learning Strategies	- Musical stories
Success Criteria	
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 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 unit. 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. Timers can be helpful so the student does not have trouble completing tasks. Timers can be helpful so the student can complete an assignment.

Students with 504 Plans

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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.

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Contracts: It helps to have a working contract between you and the student. Each day they need to be done and ensure completion happens. Each day they are 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 ruler. 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 rest in 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.

REFLECTIONS

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

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to

	support conclusions drawn from the text.
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.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.