

# BENWAY SCHOOL

Music Curriculum

Grade 5



Benway School	
Unit 1	
<b>Content Area:</b> Music	
<b>Unit Title:</b> Creative Process	
<b>Grade Level:</b> 5	
<b>Unit Overview:</b> In this unit students will demonstrate an understanding of the elements of music.	
<b>Recommended Pacing:</b> 6-8 weeks (September-October)	
Student Learning Objectives	NJSLs
Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) compound (6/8) and cut-time (2/2) meter. Read and perform: dotted quarter- note/eighth note; eighth-note rest.	<b>1.1.5.B.1, 1.1.5.B.2</b>
Identify tone qualities produced by symphony orchestra, concert band, marching band, dance band, military band, rock band, synthesized sounds, electric guitar, and acapella singing.	<b>1.1.5.B.1, 1.1.5.B.2</b>
Identify motive, ballad, 12-bar blues, theme/variations, march, overture, finale, and movement.	<b>1.1.5.B.1, 1.1.5.B.2</b>
Identify, read and sing: melodic patterns using solfege syllables of the diatonic scale and Si in harmonic minor, in higher and lower octaves; whole and half steps.	<b>1.1.5.B.1, 1.1.5.B.2</b>
New Jersey Student Learning Standards	Progress Indicator
Identify the elements of music in response to aural prompts and printed music notational systems.	<b>1.1.5.B.1</b>
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	<b>1.1.5.B.2</b>
New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	<b>8.1.5.A.1</b>
New Jersey Student Learning Standards 21 <sup>st</sup> Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
Key Vocabulary Words	

Acapella, accelerando, accents, allegretto, ballad, band, chords, diatonic scale, fermata, finale, fortissimo, genre, harmony, key signature, lento, march, melody, meter, motive, movement, octaves, overture, phrasing, pizzicato, repertoire, slurs, solfege, symphony orchestra, syncopation

### **Evidence of Learning**

#### **Benchmark Assessment:**

- **Task 1 (SLO 5-1):** Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) compound (6/8) and cut-time (2/2) meter. Read and perform: dotted quarter- note/eighth note; eighth-note rest. Worksheet: Appendix A

1. Seat students on the floor or in chairs.
2. Provide every student one copy of the worksheet provided.
3. Make copies of the rubric provided below, one for every student in your class
4. Read and share the rubric criteria with the students prior to beginning.

- **Task 2 (SLO5-5):** Identify, read and sing: melodic patterns using solfege syllables of the diatonic scale and Si in harmonic minor, in higher and lower octaves; whole and half steps. Worksheet: Appendix B

1. Create 10 melodic patterns (8 quarter notes) in the G major diatonic scale on the worksheet provided. Teacher may sing examples or perform examples on instrument.
2. Seat students on the floor or in chairs.
3. Provide every student one copy of the worksheet provided.
4. Make copies of the rubric provided below, one for every student in your class.

#### **Additional Suggested Assessments:**

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations

#### **Learning Activities:**

- Whole class and small group discussions
- Identifying and performing syncopation
- Identifying, reading and singing diatonic scale and identifying I, IV, and V in a musical example

#### **Instructional Materials:**

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard

#### **Teacher Resources:**

- The Complete Choral Warm-Up Book - Russell Robinson & Jay Althouse
- Choir Builders for Growing Voices, Vols.1 & 2 – Rolio Dilworth & Emily Crocker
- Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics)
- <https://www.artsedge.kennedy-center.org>
- <http://pbskids.org/games/music/>
- <http://www.aep-arts.org/>

<ul style="list-style-type: none"> <li>● <a href="https://amymburns.com/">https://amymburns.com/</a></li> <li>● <a href="https://www.educationcloset.com/">https://www.educationcloset.com/</a></li> <li>● <a href="https://edutopia.com">https://edutopia.com</a></li> <li>● <a href="http://teachrock.org/">http://teachrock.org/</a></li> </ul>	
<b>Modifications &amp; Accommodations:</b> <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics.</li> <li>● Debate topics of interest/cultural importance.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Anchor activities.</li> <li>● Use of higher-level questioning techniques.</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments.</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary).</li> <li>● Extended time for assignment completion as needed.</li> <li>● Highlight key vocabulary.</li> <li>● Use graphic organizers.</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class work.</li> <li>● Provide copy of class notes.</li> <li>● Preferential seating to be mutually determined by the student and teacher.</li> <li>● Student may request to use a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments.</li> <li>● Extra textbooks for home.</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate.</li> <li>● Assign a peer helper in the class setting.</li> <li>● Provide oral reminders and check student work during independent work time.</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p style="text-align: center;"><b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class work.</li> <li>● Provide a copy of class notes.</li> <li>● Preferential seating to be mutually determined by the student and teacher.</li> <li>● Student may request to use a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments.</li> <li>● Extra textbooks for home.</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate.</li> <li>● Assign a peer helper in the class setting.</li> <li>● Provide oral reminders and check student work during independent work time.</li> <li>● Assist student with long and short term planning of assignments.</li> <li>● Encourage student to proofread assignments and tests.</li> <li>● Provide regular parent/school communication.</li> </ul>

- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions.
- Distribute study guide for classroom tests.
- Establish procedures for accommodations/modifications for assessments.

- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

**Modifications for Homework and Assignments:**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.

<b>Benway School</b>	
<b>Unit 2</b>	
<b>Content Area:</b> Music	
<b>Unit Title:</b> Performing	
<b>Grade Level:</b> 5	
<b>Unit Overview:</b> In this unit, students will combine the skills appropriate to performing works of art.	
<b>Recommended Pacing:</b> 6-8 weeks (October-December)	
<b>Student Learning Objectives</b>	<b>NJSLS</b>
On pitched barred instruments and/or recorder, perform three-part pieces in duple and triple meter, notated in treble and bass clef, using note values from 16 <sup>th</sup> -note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.	<b>1.3.5.B.1, 1.3.5.B.3, 1.3.5.B.4</b>
Read and sing melodies using note values from 16 <sup>th</sup> -note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic & tempo changes.	<b>1.3.5.B.2, 1.3.5.B.4</b>
Sing two-part songs, descants, harmonies in parallel thirds or other harmonies, using correct posture, vocal placement, and breathing technique.	<b>1.3.5.B.2, 1.3.5.B.4</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	<b>1.3.5.B.1</b>
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	<b>1.3.5.B.2</b>
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	<b>1.3.5.B.3</b>
Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	<b>1.3.5.B.4</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	<b>8.1.5.A.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>

### Key Vocabulary Words

Acapella, accelerando, accents, allegretto, ballad, band, chords, diatonic scale, fermata, finale, fortissimo, genre, harmony, key signature, lento, march, melody, meter, motive, movement, octaves, overture, phrasing, pizzicato, repertoire, slurs, solfege, symphony orchestra, syncopation

### Evidence of Learning

#### **Benchmark Assessment:**

- Teacher observation of posture, breathing, mouth shape, and enunciation.
- During this time period the classes are expected to perform a holiday program for the parents. The preparation involved in this unit can also be utilized for that activity.
- Rehearsal and performance participation.

#### **Additional Suggested Assessments:**

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations

#### **Learning Activities:**

- Whole class and small group discussions

#### **Instructional Materials:**

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard

#### **Teacher Resources:**

- The Complete Choral Warm-Up Book - Russell Robinson & Jay Althouse
- Choir Builders for Growing Voices, Vols.1 & 2 – Rolio Dilworth & Emily Crocker
- Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics)
- <https://www.artsedge.kennedy-center.org>
- <http://pbskids.org/games/music/>
- <http://www.aep-arts.org/>
- <https://amymburns.com/>
- <https://www.educationcloset.com/>
- <https://edutopia.com>
- <http://teachrock.org/>

### Modifications & Accommodations:

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

#### **Gifted and Talented**

*(content, process, product, and learning environment)*

#### **Extension Activities:**

#### **English Language Learners**

#### **Modifications:**

- Modified assignments.

<ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics.</li> <li>● Debate topics of interest/cultural importance.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Anchor activities.</li> <li>● Use of higher-level questioning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary).</li> <li>● Extended time for assignment completion as needed.</li> <li>● Highlight key vocabulary.</li> <li>● Use graphic organizers.</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class work.</li> <li>● Provide copy of class notes.</li> <li>● Preferential seating to be mutually determined by the student and teacher.</li> <li>● Student may request to use a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments.</li> <li>● Extra textbooks for home.</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate.</li> <li>● Assign a peer helper in the class setting.</li> <li>● Provide oral reminders and check student work during independent work time.</li> <li>● Assist student with long and short term planning of assignments.</li> <li>● Encourage student to proofread assignments and tests.</li> <li>● Provide regular parent/school communication.</li> <li>● Teachers will check/sign student agenda daily.</li> <li>● Student requires use of other assistive technology device.</li> </ul> <p style="text-align: center;"><b><u>Modifications for Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes.</li> <li>● Student may take/complete tests in an alternate setting as needed.</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b> <b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class work.</li> <li>● Provide a copy of class notes.</li> <li>● Preferential seating to be mutually determined by the student and teacher.</li> <li>● Student may request to use a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments.</li> <li>● Extra textbooks for home.</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate.</li> <li>● Assign a peer helper in the class setting.</li> <li>● Provide oral reminders and check student work during independent work time.</li> <li>● Assist student with long and short term planning of assignments.</li> <li>● Encourage student to proofread assignments and tests.</li> <li>● Provide regular parent/school communication.</li> <li>● Teachers will check/sign student agenda daily.</li> <li>● Student requires use of other assistive technology device.</li> </ul> <p style="text-align: center;"><b><u>Modifications for Homework and Assignments:</u></b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments.</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> </ul>



<ul style="list-style-type: none"><li>● Restate, reread, and clarify directions/questions.</li><li>● Distribute study guide for classroom tests.</li><li>● Establish procedures for accommodations/modifications for assessments.</li></ul>	<ul style="list-style-type: none"><li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.</li></ul>
---	--

<b>Benway School</b>	
<b>Unit 3</b>	
<b>Content Area:</b> Music	
<b>Unit Title:</b> Performance	
<b>Grade Level:</b> 5	
<b>Unit Overview:</b> In this unit, students will combine the skills appropriate to performing works of art.	
<b>Recommended Pacing:</b> 6-8 weeks (December-February)	
<b>Student Learning Objectives</b>	<b>NJSLS</b>
Perform unison songs, descants, and harmonizing parts in 3rds, alone and with others, using proper vocal placement and breathing. Sing accurately in octaves. Demonstrate proper posture and breathing techniques to produce a uniform vocal tone quality and respond to expressive cues from a conductor.	<b>1.3.5.B.2</b>
Sing choral music from complex notation, in unison and two-parts, reading from choral octavos using in treble and bass clef, mixed meter, and compound meter.	<b>1.3.5.B.1</b>
Improvise a melody on a barred instrument, recorder or non-traditional instrument using a diatonic scale played over a given harmonic progression ending on the home tone.	<b>1.3.5.B.3</b>
Compose and score an 8-bar melody in either a major or minor key, using note and rest values as small as the 16th note played in 3/4 and/or 4/4 time, and resolving to the home tone.	<b>1.3.5.B.3</b>
Describe how and demonstrate how the use of an antecedent/consequent phrase relationship and dynamic markings are used to achieve unity and variety, tension and release, and balance in musical composition.	<b>1.3.5.B.4</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	<b>1.3.5.B.1</b>
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	<b>1.3.5.B.2</b>
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	<b>1.3.5.B.3</b>
Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	<b>1.3.5.B.4</b>
<b>New Jersey Student Learning Standards - Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	<b>8.1.5.A.1</b>
<b>New Jersey Student Learning Standards</b> <b>21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>

Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Key Vocabulary Words	
Acapella, accelerando, accents, allegretto, ballad, band, chords, diatonic scale, fermata, finale, fortissimo, genre, harmony, key signature, lento, march, melody, meter, motive, movement, octaves, overture, phrasing, pizzicato, repertoire, slurs, solfege, symphony orchestra, syncopation	
Evidence of Learning	
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● <b>Task 1, (SLO 5-1):</b> On pitched barred instruments and/or recorder, perform three-part pieces in duple and triple meter, notated in treble and bass clef, using note values from 16th-note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic &amp; tempo changes. <ol style="list-style-type: none"> <li>1. Select and teach a simple three-part composition, such as a round or a unison song with two accompanying instrumental parts. Be sure that the chosen 3-part composition has the full range of note values from sixteenths to whole notes, rests, and some chromaticism. Introduce students to the notation of bass clef during this period of instruction and to the notation of syncopated rhythms.</li> <li>2. Divide class into groups of 3 students.</li> <li>3. Assign each student in each group a role: singer or instrumentalist depending on student preferences and abilities.</li> <li>4. Display the rubric provided below and explain how it works.</li> <li>5. Be prepared for several repetitions of this activity in order to assess every student in your class.</li> </ol> </li> <li>● <b>Task 2, (SLOs 5-2 &amp; 5-3):</b> 5-2: Sing unison melodies using note values from 16th-note to whole note/rest, including syncopations; and pitches in diatonic scales w/chromatic additions; and dynamic &amp; tempo changes and two-part songs, descants, harmonies in parallel thirds or other harmonies, using correct posture, vocal placement, and breathing technique. <ol style="list-style-type: none"> <li>1. Select and teach both unison melodies that have appropriate characteristics as suggested in the SLO, and a two-part song with the harmonic characteristics suggested in the SLO for the assessment. Be sure that the selections will allow you to observe students' posture, vocal placement and breathing technique.</li> <li>2. Divide class into groups appropriate for teacher evaluation.</li> <li>3. Display the rubric provided below and explain how it works.</li> <li>4. Be prepared for several repetitions of this activity in order to assess every student in your class.</li> </ol> </li> <li>● <b>Task 3, (SLOs 5-4):</b> Improvise a vocal melody over a given harmonic progression (blues, I/IV/V7 folk song, etc.); compose, notate, and perform a two-section piece (AB, ABA, etc.) for barred instrument or recorder, using a variety of note values and pentatonic pitches, over a bass melody. <ol style="list-style-type: none"> <li>1. During this period of instruction,</li> </ol> </li> </ul>	

2. Have students create a melodic theme of 4 to 8 measures, using diatonic pitches and variety of note values over a given harmonic progression. Provide the harmonic progression the students will use as a basis for their melodic theme.
3. Have students notate their melody using composition paper or a computer program, if available. You will evaluate these melodies using the rubric below.
4. On the day of the assessment, allow students to choose to sing or to play a barred instrument to perform their improvisation, which will be the B section of an AB form. Students will use their melodic theme as the A part of this form.
5. Display the rubric provided below and explain how it works.
6. Repeat the theme and variation exercise until all students have a chance to perform an improvisation.

*\*See attached Rubrics: [Unit 3 Scoring Guide](#)*

**Additional Suggested Assessments:**

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations

**Learning Activities:**

- Whole class and small group discussions
- Accurately perform, as a member of a 3-part ensemble, music that includes note values from 16<sup>th</sup> notes upward, bass and treble clef pitches, syncopations, diatonic and chromatic pitches, and dynamic and tempo changes
- Sing, using correct posture, vocal placement, and breathing technique
  - a. unison melodies using note values from 16<sup>th</sup> note to whole note/rest, and including syncopations, diatonic and chromatic pitches, and dynamic and tempo changes
  - b. two-part songs, descants or harmonies
- Improvise a vocal melody over a given harmonic progression
- Compose, notate and perform a piece with AB or ABA form for barred instrument, recorder, or invented melodic instruments, using a pentatonic scale and a variety of note values

**Instructional Materials:**

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard
- Recorders, method books, play along CD

**Teacher Resources:**

- [The Complete Choral Warm-Up Book](#) - Russell Robinson & Jay Althouse
- [Choir Builders for Growing Voices, Vols.1 & 2](#) – Rolio Dilworth & Emily Crocker
- Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics)
- <https://www.artsedge.kennedy-center.org>
- <http://pbskids.org/games/music/>
- <http://www.aep-arts.org/>

<ul style="list-style-type: none"> <li>● <a href="https://amymburns.com/">https://amymburns.com/</a></li> <li>● <a href="https://www.educationcloset.com/">https://www.educationcloset.com/</a></li> <li>● <a href="https://edutopia.com">https://edutopia.com</a></li> <li>● <a href="http://teachrock.org/">http://teachrock.org/</a></li> </ul>	
<b>Modifications &amp; Accommodations:</b> <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics.</li> <li>● Debate topics of interest/cultural importance.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Anchor activities.</li> <li>● Use of higher-level questioning techniques.</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments.</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary).</li> <li>● Extended time for assignment completion as needed.</li> <li>● Highlight key vocabulary.</li> <li>● Use graphic organizers.</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class work.</li> <li>● Provide copy of class notes.</li> <li>● Preferential seating to be mutually determined by the student and teacher.</li> <li>● Student may request to use a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments.</li> <li>● Extra textbooks for home.</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate.</li> <li>● Assign a peer helper in the class setting.</li> <li>● Provide oral reminders and check student work during independent work time.</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p style="text-align: center;"><b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class work.</li> <li>● Provide a copy of class notes.</li> <li>● Preferential seating to be mutually determined by the student and teacher.</li> <li>● Student may request to use a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments.</li> <li>● Extra textbooks for home.</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate.</li> <li>● Assign a peer helper in the class setting.</li> <li>● Provide oral reminders and check student work during independent work time.</li> <li>● Assist student with long and short term planning of assignments.</li> <li>● Encourage student to proofread assignments and tests.</li> <li>● Provide regular parent/school communication.</li> </ul>

- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions.
- Distribute study guide for classroom tests.
- Establish procedures for accommodations/modifications for assessments.

- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

**Modifications for Homework and Assignments:**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.

**Benway School****Unit 4****Content Area:** Music**Unit Title:** Aesthetic Responses and Critique Methodologies**Grade Level:** 5**Unit Overview:** In this unit, students will demonstrate and understand philosophies, judgments, and analyses as they relate to works of art.**Recommended Pacing:** 6-8 weeks (February-April)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Categorize a series of 8-10 pieces into different styles (e.g., jazz, classical, romantic, folk, patriotic, popular music, etc.) using graphic organizers, manipulatives, or other tools.	<b>1.4.5.A.1</b>
Identify/analyze the structure of various musical forms (e.g., verse/refrain, chorus format, sonata, etc.) from varied cultures, time periods or musical genres.	<b>1.4.5.A.2</b>
Demonstrate an understanding of how music reflects the ideas of a composer and/or performer based on the historical, cultural, and personal characteristics of each musician. Make connections to the pieces when warranted.	<b>1.4.5.A.3</b>
Describe what constitutes a quality vocal performance (e.g., posture, breath support, intonation, diction, vowel placement, etc.) and interpretive elements (e.g., dynamics, phrasing, emotion, etc.) and apply these attributes to performance.	<b>1.4.5.B.1</b>
Use a graphic organizer or other tool to show common performance traits (e.g., technical fluency, rhythmic accuracy, intonation, etc.) in generally accepted great performances of music. Choose performances in three different styles (e.g., Yo-Yo Ma's recording of a Bach Cello Suite, John Coltrane's Giant Steps, Ravi Shankar in a traditional Hindustani sitar raga).	<b>1.4.5.B.3</b> <b>1.4.5.B.4</b>
Evaluate a student group performance on three criteria using a student created vocabulary list (e.g., interpretation, articulation, technique, intonation).	<b>1.4.5.B.2</b>
Describe three ways that individuals can agree or disagree about the merits of a musical performance based on technical and interpretive perspectives, the composer and his/her intent, and if the intent was realized.	<b>1.4.5.B.5</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	<b>1.4.5.A.1</b>
Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	<b>1.4.5.A.2</b>
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	<b>1.4.5.A.3</b>
Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	<b>1.4.5.B.1</b>
Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	<b>1.4.5.B.2</b>

Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	<b>1.4.5.B.3</b>
Define technical proficiency, using the elements of the arts and principles of design.	<b>1.4.5.B.4</b>
Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	<b>1.4.5.B.5</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	<b>8.1.5.A.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
<b>Key Vocabulary Words</b>	
Articulation, Acapella, accelerando, accents, allegretto, ballad, band, chords, diatonic scale, fermata, finale, fortissimo, genre, harmony, key signature, lento, march, melody, meter, motive, movement, octaves, overture, phrasing, pizzicato, repertoire, slurs, solfege, symphony orchestra, syncopation	
<b>Evidence of Learning</b>	
<b>Benchmark Assessment:</b>	
<ul style="list-style-type: none"> <li>● <b>Task 1 (SLO 5-1 &amp; 5-2):</b> <ul style="list-style-type: none"> <li><b>5-1:</b> Categorize a series of 8-10 pieces into different styles (e.g., jazz, classical, romantic, folk, patriotic, popular music, etc.) using graphic organizers, manipulatives, or other tools.</li> <li><b>5-2:</b> Identify/analyze the structure of various musical forms (e.g., verse/refrain, chorus format, sonata, etc.) from varied cultures, time periods or musical genres.               <ol style="list-style-type: none"> <li>1. Create <i>two</i> sets of recordings of at least 10 different musical pieces. Include in this group jazz, classical, folk, patriotic and popular selections. Be sure that multiple musical forms are represented in your selections (verse/refrain, sonata, rondo), as well as different cultures, time period and musical genres. You will use both of these sets during your instruction. Then, for the assessment, you will create a set of 10 from the 20 selections you have taught.</li> <li>2. Remind students of the vocabulary used to describe musical styles and musical forms: for example, jazz, folk, reggae, call and response, rondo, AB, ABA, etc.</li> <li>3. Be sure that students have multiple different experiences listening and classifying musical selections by style and form during this period of instruction.</li> </ol> </li> </ul> </li> </ul>	



4. On the day of the assessment, give students the same organizing tool to use as they listen as the one you have used during instruction. They will use the vocabulary list of style and genres to classify the style and genre of each selection they hear.
5. Display the tool you have designed or use the one provided below, and explain how it works.

*\*See attached rubrics: [Unit 4 Task 1 Scoring Guide](#)*

- **Task 2 (SLO 5-4 & 5-6):** **5-4:** Describe what constitutes a quality vocal performance (e.g., posture, breath support, intonation, diction, vowel placement, etc.) and interpretive elements (e.g., dynamics, phrasing, emotion, etc.) and apply these attributes to performance. **5-6:** Evaluate a student group performance on three criteria using a student created vocabulary list (e.g., interpretation, articulation, technique, intonation).
  1. During this period of instruction, students should have multiple opportunities to hear good vocal performances that exemplify excellent technique and interpretive ability, and also to hear and critique less successful vocal performances.
  2. You will need to provide students with the vocabulary to categorize both the technical and interpretive elements of singing so that they can categorize what they hear and which of these elements might be lacking or poorly executed in the poor performances.
  3. For the assessment, select two performances of the same vocal piece. These should be performances students have not yet heard and analyzed. Choose two performances by, for example, middle or high school choirs, one of which is better than the other in exactly the ways you have been teaching students to think about vocal performance. Do not make the contrast between the two performances completely obvious; each performance should have some elements of good technique and interpretation and some elements that need improvement. You will be scoring students' evaluations of these performances on the basis of the evidence they see and hear for their observations. For this reason, it is important for you to choose performances that are different from each other, but allow a case to be made for their strengths. In other words, there is no "best" performance.
  4. During the entire period of instruction, use the same kind of evaluation tool that you will use for the assessment. One such tool is given below as a suggested method for administering and scoring this task. Instructions for scoring student responses are given below the tool.
  - *[Task 2: Evaluating Vocal Performance Handout](#)*

**Additional Suggested Assessments:**

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations

**Learning Activities:**

- Whole class and small group discussions
- Categorize musical styles
- Identify musical forms
- Describe and evaluate vocal performance, in terms of both vocal techniques and musical interpretation

**Instructional Materials:**

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard
- Recorders, method books, play along CD

**Teacher Resources:**

- The Complete Choral Warm-Up Book - Russell Robinson & Jay Althouse
- Choir Builders for Growing Voices, Vols.1 & 2 – Rolio Dilworth & Emily Crocker
- Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics)
- <https://www.artsedge.kennedy-center.org>
- <http://pbskids.org/games/music/>
- <http://www.aep-arts.org/>
- <https://amymburns.com/>
- <https://www.educationcloset.com/>
- <https://edutopia.com>
- <http://teachrock.org/>

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics.</li> <li>● Debate topics of interest/cultural importance.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Anchor activities.</li> <li>● Use of higher-level questioning techniques.</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments.</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary).</li> <li>● Extended time for assignment completion as needed.</li> <li>● Highlight key vocabulary.</li> <li>● Use graphic organizers.</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p style="text-align: center;"><b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class work.</li> <li>● Provide a copy of class notes.</li> <li>● Preferential seating to be mutually determined by the student and teacher.</li> </ul>

- Extended time to complete class work.
- Provide copy of class notes.
- Preferential seating to be mutually determined by the student and teacher.
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape/CD/digital media, as available and appropriate.
- Assign a peer helper in the class setting.
- Provide oral reminders and check student work during independent work time.
- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions.
- Distribute study guide for classroom tests.
- Establish procedures for accommodations/modifications for assessments.

- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape/CD/digital media, as available and appropriate.
- Assign a peer helper in the class setting.
- Provide oral reminders and check student work during independent work time.
- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

**Modifications for Homework and Assignments:**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.

Benway School	
Unit 5	
<b>Content Area:</b> Music	
<b>Unit Title:</b> History of the Arts and Culture	
<b>Grade Level:</b> 5	
<b>Unit Overview:</b> In this unit, students will understand the role, development, and influence of the arts throughout history and across cultures.	
<b>Recommended Pacing:</b> 6-8 weeks (April-June)	
Student Learning Objectives	NJSLs
Compare and contrast the function of music from various and distinct historical periods (e.g., music from the Revolutionary War with music from the Civil War).	1.2.5.A.1
Understand the development of technology with the evolution of popular music, especially American popular genres, (rock and roll, musical theater, etc.)	1.2.5.A.2
Compare and contrast how rhythm, melody, and harmony are utilized in a variety of genres and cultures (e.g., European classical music, jazz, Hindustani, West African Rock etc.).	1.2.5.A.2
Identify major characteristics of Baroque, Classical, Romantic, and early modern music as impacted by famous composers representative of their era (e.g., Baroque composers such as Vivaldi, Handel, or Bach; Hayden, Mozart, Beethoven, or Schubert as exemplifying the Classical period; Romantic composers such as Chopin, Brahms, Dvorak, Tchaikovsky or Rachmaninoff; and Modern composers such as Debussy, Ravel, Stravinsky, Copeland, or Gershwin).	1.2.5.A.3
New Jersey Student Learning Standards	Progress Indicator
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1
Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	1.2.5.A.2
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
New Jersey Student Learning Standards 21 <sup>st</sup> Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2

Communicate clearly and effectively and with reason.	<b>CRP4</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>

### **Key Vocabulary Words**

Articulation, Acapella, accelerando, accents, allegretto, ballad, band, chords, diatonic scale, fermata, finale, fortissimo, genre, harmony, key signature, lento, march, melody, meter, motive, movement, octaves, overture, phrasing, pizzicato, repertoire, slurs, solfege, symphony orchestra, syncopation

### **Evidence of Learning**

#### **Benchmark Assessment:**

- **Task 1 (SLO 5-2):** Compare and contrast how rhythm, melody, and harmony are utilized in a variety of genres and cultures (e.g., European classical music, jazz, Hindustani, West African Rock etc.).
  1. During this period of instruction, introduce your students to the range and variety of music from different historical eras as well as different parts of the world.
  2. Divide the class into four or five working groups. Assign each group [or allow each group to choose from a list] a particular time period, place of origin, and genre of music. Be sure that the list of choices is extremely varied, and included non-Western music, music from much earlier time periods and the like.
  3. Use the template below or one of your own creation to provide the structure for each group's work.
  4. Provide resources either in your classroom or through your school media center for student research. They will need to find aural clips, pictures of instruments in some cases, detailed information about the musical elements of the chosen genre, time period, and culture.
  5. Each group should present their findings to the class.
  6. During the group presentations, all students not in the presenting group will use the Comparison/Contrast template below, or one of your own devising. This is intended to engage all class members in the work of listening and evaluating and drawing conclusions.
    - a. Students should use appropriate musical vocabulary to describe melody, harmony, rhythm in their chosen musical genre. Ensure that the students have command of this vocabulary.
    - b. Differentiate the explanation of the Comparison/Contrast form as needed.
  7. Use the rubric below to evaluate each group's presentation.
  8. Evaluate the group's working process. Have each group member evaluate all other group members on the basis of effort, contribution and collaboration
  
- **Task 2 (SLO 5-3):** Identify major characteristics of Baroque, Classical, Romantic, and early modern music as impacted by famous composers representative of their era (e.g., Baroque composers such as Vivaldi, Handel, or Bach; Hayden, Mozart, Beethoven, or Schubert as exemplifying the Classical period; Romantic composers such as Chopin, Brahms, Dvorak, Tchaikovsky or Rachmaninoff; and Modern composers such as Debussy, Ravel, Stravinsky, Copeland, or Gershwin.
  1. During this period of instruction, students should be studying the characteristic 'sound' and musical structures of each of the musical periods in SLO 5-3.

2. Repeated experience listening to selections from each period, and from several periods together, to hear contrast and comparisons, is important to accomplish this SLO.
3. For the summative assessment, create a set of excerpts representing Baroque, Classical, Romantic and early modern compositions that you have already studied in class. All of the selections should be typical of the period. We recommend that you have between 10 to 15 selections. Create a form for students to choose the period for each of the listening selections. Score the results by counting the number of right matches.

Scoring Guide: Unit 5

**Additional Suggested Assessments:**

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations

**Learning Activities:**

- Whole class and small group discussions
- Compare and contrast the function of music in different historical periods
- Compare and contrast musical elements of music from a variety of genres and cultures
- Recognize and identify common characteristics of Western music across musical eras and major composers

**Instructional Materials:**

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard
- Recorders, method books, play along CD

**Teacher Resources:**

- The Complete Choral Warm-Up Book - Russell Robinson & Jay Althouse
- Choir Builders for Growing Voices, Vols.1 & 2 – Rolio Dilworth & Emily Crocker
- Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics)
- <https://www.artsedge.kennedy-center.org>
- <http://pbskids.org/games/music/>
- <http://www.aep-arts.org/>
- <https://amymburns.com/>
- <https://www.educationcloset.com/>
- <https://edutopia.com>
- <http://teachrock.org/>

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

**English Language Learners**

**Modifications:**

<p style="text-align: center;"><i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics.</li> <li>● Debate topics of interest/cultural importance.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Anchor activities.</li> <li>● Use of higher-level questioning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● Modified assignments.</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary).</li> <li>● Extended time for assignment completion as needed.</li> <li>● Highlight key vocabulary.</li> <li>● Use graphic organizers.</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class work.</li> <li>● Provide copy of class notes.</li> <li>● Preferential seating to be mutually determined by the student and teacher.</li> <li>● Student may request to use a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments.</li> <li>● Extra textbooks for home.</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate.</li> <li>● Assign a peer helper in the class setting.</li> <li>● Provide oral reminders and check student work during independent work time.</li> <li>● Assist student with long and short term planning of assignments.</li> <li>● Encourage student to proofread assignments and tests.</li> <li>● Provide regular parent/school communication.</li> <li>● Teachers will check/sign student agenda daily.</li> <li>● Student requires use of other assistive technology device.</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b> <b><u>Modifications for Classroom:</u></b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice.</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class work.</li> <li>● Provide a copy of class notes.</li> <li>● Preferential seating to be mutually determined by the student and teacher.</li> <li>● Student may request to use a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments.</li> <li>● Extra textbooks for home.</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate.</li> <li>● Assign a peer helper in the class setting.</li> <li>● Provide oral reminders and check student work during independent work time.</li> <li>● Assist student with long and short term planning of assignments.</li> <li>● Encourage student to proofread assignments and tests.</li> <li>● Provide regular parent/school communication.</li> <li>● Teachers will check/sign student agenda daily.</li> <li>● Student requires use of other assistive technology device.</li> </ul> <p><b><u>Modifications for Homework and Assignments:</u></b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments.</li> </ul>

**Modifications for Assessments:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● Extended time on classroom tests and quizzes.</li><li>● Student may take/complete tests in an alternate setting as needed.</li><li>● Restate, reread, and clarify directions/questions.</li><li>● Distribute study guide for classroom tests.</li><li>● Establish procedures for accommodations/modifications for assessments.</li></ul> | <ul style="list-style-type: none"><li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li><li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li><li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.</li></ul> |
|--|--|