ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT
Visual and Performing Arts

COURSE TITLE
Middle School Choir, Grades 5-8

Board of Education

Curriculum Writing Committee
Sarah Foster

Supervisors
Dr. Kim Tew

BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

Choir is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge- based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self- confidence and self- discipline. This creative art form allows use of the whole brain and promotes self- expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

Course Description

This course offers students the opportunity to explore the mechanics and skills of becoming both a musician and a connoisseur of music. By learning how to carry themselves as a musician and work as a team in creative endeavors, students will develop the necessary skills and abilities to become life- long music enthusiasts and broaden their perspectives. They will be asked to make objective judgments, forcing them to decide what is quality music, responding with a music vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
● Assorted selections of sheet music chosen each year by teacher	● Various internet resources ● Out of school performances ● Video performances

Integration of 21st Century Themes and Skills

Educational Technology
Standards: (8.1 A-F)

● **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
    ○ A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
        ■ **Example**: Students are able to use online infrastructure to accommodate collaboration.
    ○ B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
        ■ **Example**: Students use online tools such as Facebook and Google Classroom to interact with each other and practice before ensemble rehearsals.
    ○ C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
        ■ **Example**: Students post videos and sound clips to aid in practicing, ask and answer questions on passages, and coordinate

sectional rehearsals within the online community.
- ○ D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
  - ■ **Example**: Students self regulate behavior in the online community and use their online space in a professional capacity.
- ○ E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
  - ■ **Example**: Students are constantly posting information to benefit the community as a whole, whether it be an example of a piece we are working on or articles aimed towards a topic of discussion.
- ○ F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - ■ **Example**: Students share resources that have proven useful to them in the past for others to grow from. The community as a whole is light and beneficial to the group.

Career Ready Practices
Standards: CRP1, CRP3, CRP4, CRP6, CRP9, CRP11, CRP12

CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively and participating during rehearsals, sectionals, and engaging with the music community both in person and online.

CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Example: Students demonstrate an understanding of the importance of self care and personal well being. Students spend a significant portion of time assessing their own skills and places where they can improve upon, a large portion of time is spent on understanding how important staying positive and recognizing what we are doing right is.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will demonstrate the ability to critique themselves and others with not only clarity but will also be able to recommend a course of action to correct any errors present.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: Students will be able to seek creative solutions to any problems they encounter. Practice methodologies for fixing mistakes are often unconventional and require students to think outside of the box in order for errors to be corrected.

CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Example: Students demonstrate an understanding of effective management and leadership when engaging with the class as older ensemble members. Students are responsible for sectional rehearsals and are essential in teaching the younger singers how to engage with choral music effectively.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example: Students will use Google Classroom and Facebook as a means to collaborate outside of the classroom and provide resources and additional help to students who are in need of it.

CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: Students demonstrate an understanding of working with teams and understanding the cultural impact of their actions. Singers work together in order to create one sound, and the music is affected if there are disagreements between members of the ensemble. Students are pushed to think about others and consider their actions and how they will affect not only the people present but the community within the department, school, and the town at large. Without complete buy in from every ensemble member, the choir will not function effectively.

Robbinsville Ready 21st Century Skill Integration
The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Unit Title	Unit Understandings and Goals	Recommended	Assessments

		Duration/ Pacing	Formative	Summative	Common Benchmark Assessments (mid-course and end of course **only**)	Alternative Assessments (projects, etc. **when appropriate**)
Pitch	• Students will be able to match pitch throughout their range regardless of octave provided. • Students will be able to follow a melodic line written in score form. • Students will be able to identify consonant versus dissonant intervals. • Students will be able to sing their individual parts using movable do solfege.	Each unit is interwoven with the others and taught using the repertoire for a specific concert. Each concert takes about 6 to 10 weeks to prepare.	Students singing in individual lessons and group sectionals get individualized feedback and areas where improvements can be made.	Students are singing in individual assessments and performances.	Culminating ensemble performances	Students are singing in large groups or sectionals and will get feedback based on the ensemble as a whole.
Rhythm	• Students will be able to recreate simple rhythmic patterns and gestures with and without aural prompts. • Students will be able to follow basic rhythmic structures while reading a score. • Students will be able to identify time signatures and explain the implications of time signatures on the piece.	Each unit is interwoven with the others and taught using the repertoire for a specific concert. Each concert takes about 6 to 10 weeks to prepare.	Students singing in individual lessons and group sectionals get individualized feedback and areas where improvements can be made.	Students are singing in individual assessments and performances.	Culminating ensemble performances	Students are singing in large groups or sectionals and will get feedback based on the ensemble as a whole.
Musicianship	• Students will be able to engage musically as an ensemble member from a written score. • Students will be able to decipher meaning from a written score. • Students will be able to identify and perform both melodic and harmonic intervals. • Students will be able to engage in musical conversations using solfege as a tool.	Each unit is interwoven with the others and taught using the repertoire for a specific concert. Each concert takes about 6 to 10 weeks to prepare.	Students singing in individual lessons and group sectionals get individualized feedback and areas where improvements can be made.	Students are singing in individual assessments and performances.	Culminating ensemble performances	Students are singing in large groups or sectionals and will get feedback based on the ensemble as a whole.

Ensembleship	• Students will be able to work together with others to unify vowels and consonants. • Students will be able to alter their phonation in order to blend with others. • Students will be able to alter their vocal technique to match performance practices from various different time periods of musical history.	Each unit is interwoven with the others and taught using the repertoire for a specific concert. Each concert takes about 6 to 10 weeks to prepare.	Students singing in individual lessons and group sectionals get individualized feedback and areas where improvements can be made.	Students are singing in individual assessments and performances.	Culminating ensemble performances	Students are singing in large groups or sectionals and will get feedback based on the ensemble as a whole.
Harmony	• Students will be able to identify if their note fits into the chord being created by an ensemble. • Students will be able to identify and create chords in various qualities.	Each unit is interwoven with the others and taught using the repertoire for a specific concert. Each concert takes about 6 to 10 weeks to prepare.	Students singing in individual lessons and group sectionals get individualized feedback and areas where improvements can be made.	Students are singing in individual assessments and performances.	Culminating ensemble performances	Students are singing in large groups or sectionals and will get feedback based on the ensemble as a whole.

Robbinsville Public Schools

Unit #1: Pitch

Enduring Understandings:	Essential Questions:
● Students will understand how to manipulate pitch in order to match a piece's requirements. ● Students will be able to interact with music in written form. ● Students will understand how consonant and dissonant intervals are applied in a piece of music and how to properly execute them. ● Students will understand how utilizing solfege as a learning tool will allow them to be more independent in their own music-making.	● How can I identify if I am singing in tune? ● How can I use solfege to aid me in singing my part? ● How can I interpret a score and sing what is written on the page? ● How can I use intervals to help in my understanding of my part?

Interdisciplinary Connection

NGSS Sci MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
Example: Students will develop a visual model to show how sound waves and pitch correlate.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
(MU:Cr 2.1.8) (MU:Cr 3.1.8) (MU:Pr 4.2.8) (MU:Re7.2.8)	What musical notations indicate pitch and melody? What are the elements of music as they apply to vocal ensembles? What criteria can be applied to evaluating an effective arrangement? Why is the skill of sight-reading important?	● Analyzing melodic lines and understanding how to engage with them dependant on various performance practices. ● Pitch and various harmonic implications on the individual parts in a homophonic and polyphonic setting. ● Performance practices and their affect the overall technique required for a piece of music. ● Identifying phonation practices to alter pitch and tone. ● Using practice techniques to aid in pitch and tone quality. ● Identifying if practice techniques are positively or negatively affecting the tuning of a passage.	● Solfeggio lines to understand melodic contour. ● Learning other sections lines to understand how each part fits together. ● Rearranging the piece using practice techniques to work on individual tuning. ● Using unrelated solfege patterns to recreate a similar harmonic progression. ● Changing performance practices and noticing differences. ● Altering small parts of vocal technique to change	● Sheet music ● Keyboard ● Solfege cutouts ● Open and safe space	● Is it in tune? ● Small group instruction ● Individual lessons ● Large Group alterations ● Are students self-assessing?

			the style and genre of music. ● Open discussions ● Sectionals ● Asking questions during rehearsals ● Constant self-reflection		

Robbinsville Public Schools

Unit #2: Rhythm

Enduring Understandings:	Essential Questions
- Students will use memorized rhythmic patterns and gestures to inform their sight reading and performances of pieces. - Students can recognize and recreate the basic rhythmic structures that make up the building blocks of popular and choral music . - Students will demonstrate the effect of diverse time signatures on a piece of music and understand the implications of them in a piece.	- How do I recreate rhythms based on what is written on a score? - How does a time signature affect the way rhythm is read and performed? - How can I recreate and notate rhythms I hear?

Interdisciplinary Connection
NJSLA Math 8.SP.A.7 Look for and make use of structure **Example**: Students look at relationships between various rhythms as they relate to time signatures and other pieces of a music score

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
(MU:Cr 1.1.8) (MU:Cr 2.1.8) (MU:Cr 3.1.8) (MU:Pr 4.2.8)	How is rhythm noted in a musical score? Why is rhythm important to a piece of music? What happens if rhythm is varied throughout a piece?	- Creating rhythmic patterns over an already established figure. - Understanding and working around bordunes and ostinati. - Altering rhythmic structures to see how differing notation fits into the piece. - Notating and dictating simple rhythms performed. - Recreating self-composed and pre-notated rhythms. - Self-assessing problem spots and composing individual exercises to address the issues. - Recreating rhythmic patterns based on what is written in music. - Recreating self-composed and pre-notated rhythms. - Self-assessing problem spots and composing individual exercises to address the issues.	- Building sections up one at a time in polyphonic music. - Improvising patterns over established ostinati. - Dictation - Changing rhythmic structures. - Large group problem-solving - Sectional problem solving - Warm ups - Reading exercises. - Group sight reading. - Basic dictation exercises as a group - Large group problem-solving - Sectional problem solving - Warm ups	- Music - Manuscript paper	- Large group - Small group improv circles - Small group dictations - Sectionals

Robbinsville Public Schools

Unit #3: Musicianship

Enduring Understandings:.	Essential Questions
● Students will understand the alterations required when singing in an ensemble as opposed to singing as an individual. ● Students will be able to understand and decipher the markings from a written score. ● Students will recall harmonic and melodic intervals from previous pieces to inform their understanding of current and future projects. ● Students will understand solfege as a tool enough to be able to use it in a conversational and practice oriented manner.	● How can I use a written score to engage with an ensemble creating music? ● How can I be self-sufficient in looking up information about a score that I do not understand? ● How can I use solfege to inform my understanding of differing qualities of intervals? ● How can I use my musicianship to inform my performance of music? ● How do performance practices affect the way I engage with a piece of music?

Interdisciplinary Connection
NJSLA HPE 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. **Example:** Students explore musicianship as a venue for communication and storytelling across different settings and cultures, and how it relates to their own musical expression and communication

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
(MU:Cr2.1.8) (MU:Cr3.1.8) (MU:Cr3.2.8) (MU:Pr4.1.8) (MU:Pr6.1.8) (MU:R	How do you self-critique? What elements are important to an effective performance? How is music selected for performance? What is appropriate behavior, style, etc. for a public performance? How do you curate an arrangement of music	● Understanding and interacting with a written score. ● Deciphering notation and applying solfege to intervals. ● Breaking down how melodic lines are created for each voice part. ● Utilizing solfege intervals to aid in learning/understanding a passage of music. ● Creating individualized practice steps to aid in learning a part. ● Applying performance practices to varying repertoire from different periods of musical history. ● Altering vowels and inflection for varying languages.	● Sight singing ● Theory of repertoire students are working on. ● Creating/analyzing melodic lines based on chord progression. ● Sight singing ● Groups creating practice strategies ● Warm ups ● Experimenting with different performance practices. ● Altering vowels and recreating correct vowel placement.	● Music ● Manuscript paper ● www.SightReadingFactory.com ● Music ● Manuscript paper ● Music ● Vowel Charts ● Text ● Music ● Translations	● Large group ● Small group ● Sectionals ● Individual lessons

e7.1.8) (MU:C n10.1. 8)	for a performance?	● Textual analysis and the effect on music. ● Working through differing interpretations of famous pieces and how each piece is conveyed.	● Rote learning. ● Group/sectional analysis. ● Conversations working through how text can inform emphasis. ● Going through translations and looking at them poetically.		

Robbinsville Public Schools

Unit #4: Ensembleship

Enduring Understandings:	Essential Questions:
● Students will understand how to manipulate vowels and align consonants to create a unified sound with the rest of the ensemble. ● Students will be able to alter their phonation in order to blend with others. ● Students will understand basic vocal technique enough to match performance practices from various different time periods of musical history.	● How can I alter my individual technique to be able to perform with other musicians? ● How can I sound like different sections in the ensemble? ● What characteristics define the section I sing in?

Interdisciplinary Connection

NJSLA HPE 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
Example: Students must practice effective communication and collaborative skills when working in an ensemble group if and when disagreement arises.

Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
(MU:Cr 2.1.8) (MU:Cr 3.1.8) (MU:Cr 3.2.8) (MU:Pr 4.1.8) (MU:Pr 4.3.8) (MU:Pr 5.1.8) (MU:Pr 6.1.8)	How do you group critique? What elements are important to an effective ensemble performance? How is music selected for a group performance? What is appropriate behavior, style, etc. for a group performance? How do you curate an arrangement of music for a performance when	● Altering our own individual techniques to adhere to the ensemble's sound. ● Changing and modifying vowel shapes to contribute to a choral sound. ● Working within a section to create a unified sound that will work with the choir as a whole. ● Coming up with ways to self-assess individual singing and comparing it with the group at large. ● Understanding how each section fits within the full choir's group dynamic. ● Changing individual qualities to affect larger sound issues within individual sections and the choir at	● Group rote ● Vowel charts ● Group based assignment of vowel placements. ● Group based modification lessons. ● Listening between yourself, your section, and the large choir. ● Changing section identities to understand what is needed for your own section. ● Individual work through placement, vowel and consonant shape, and tone quality. ● Group discussions ● Individual lessons working	● Music ● Vowel charts ● Music translations	● Large group ● Small group ● Sectionals ● Individual lessons

done by an ensemble with various ability levels? How do you engage an audience?	large. ● Altering individual emphasis of text to match with the group's interpretation. ● Working with the ensemble and director to shape a group understanding of a piece of music. ● Bringing own life experiences into creating music. ● Adding personal interpretation to group interpretation of a piece. ● Personal life experiences can affect our own interpretation of music. ● Music is a form of communication between groups of people.	on developing a joint meaning. ● Group discussions ● Individual lessons or sectionals developing an understanding of what the piece of music means. ● Interacting with the group at large and dealing with varying life experiences and interpretations of text ●		

Robbinsville Public Schools

Unit #5: Harmony

Enduring Understandings:	Essential Questions: :
● Students will understand how their individual note fits into the sonority of the chord being created by the ensemble. ● Students will understand how different chord qualities affect a passage of music and how they are perceived by the audience.	● How can I tell if I am in tune with the chord that I am singing? ● How can my understanding of intervals help me create chords? ● How can I use solfege to tune chords? ● How can a chord function in various qualities? ● What changes in each chord quality?

Interdisciplinary Connection
NJSLA Math 8.SP.A.6 Attend to precision
Example: Students examine parts to a whole in terms of harmonies written in music, and can express mathematically why these parts create an effective harmonic arrangement.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
(MU:Cr 1.1.8) (MU:Cr 2.1.8) (MU:Cr 3.1.8) (MU:Pr 4.2.8) (MU:Re7.2.8)	How do the parts of an ensemble or music arrangement create a whole? What is harmony? What happens if a part of a chord is out of tune? How can voices work together to create different harmonies?	● Self-assessing pitch and whether or not it is appropriate for the chord being produced. ● Strategies to improve tuning. ● Chord quality and the intervals that make each. ● Identifying harmonic progressions in monophonic, homophonic, and polyphonic settings. ● Understanding how harmony changes between cultures and how to properly recreate them. ● Understanding how vowel placement and phonation affects overtones and tuning.	● Music theory basics. ● Group instruction. ● Sectional work. ● Singing through harmonic progressions. ● Sight singing. ● Prepared listenings based on various world musics. ● Vowel placement and experimenting with its effect on tuning.	● Music ● Keyboard ● Tuning Fork ● Tuning app	● Large group ● Small group ● Sectionals

General Differentiated Instruction Strategies

- Leveled texts
- Chunking texts
- Choice board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Guided Reading
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures
- Adjust length of assignment

- Repeat, reword directions
- Brain breaks and movement breaks
- Brief and concrete directions
- Checklists for tasks
- Graphic organizers
- Assistive technology (spell check, voice to type)
- Study guides
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
- Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site http://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/