



Totowa Public Schools

Music

Grade 3

Aligned to NJSL Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Fundamentals of Music and American Folk Music	9 Weeks	
Unit 2: Music Literacy	12 Weeks	
Unit 3: The Recorder – Level 1	6 Weeks	
Unit 4: Music History – Level 1	5 Weeks	
		Curricular Mandate List

Unit Title	Unit 1: Fundamentals of Music and American Folk Music
Unit Duration	9 Weeks
Unit Summary & Rationale	Unit 1 explores the performance and understanding of basic elements of music concentrating on pitch, dynamics, expressive markings, the music staff, and the voice. Students will learn proper vocal techniques to accurately sing and hear music, and will apply these basic elements to a study of American Folk Music - its history and place in American culture.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What is a music staff? • What is a melody and harmony? • Can you sing and perform music incorporating basic rhythms? • What are the functions of the treble and bass clefs? • What are dynamics and how do we perform them? • What are tempos and how do we perform them? • How do you identify major and minor tonalities in a melody and harmony? • How do you produce a correct vocal tone and sound when practicing and performing • What is the significance of Folk Music as it applies to the culture of origin?
Enduring Understandings	<ul style="list-style-type: none"> • How to navigate the music staff. • The concept of pitch as it relates to the staff and keyboard. • How to read and perform expressive elements in music such as dynamics and tempo. • The concept of tonality, melody, and harmony in major and minor. • How to expressively perform standard American Folk Music repertoire with accurate vocal tone. • How music represents the values, beliefs, and rituals of a culture. • How standard American Folk songs represent our democracy and foster patriotism. • How does American Folk Music represent our values and beliefs as citizens of a democratic country?
Learning Outcomes	<ul style="list-style-type: none"> • SWBAT navigate the lines and spaces of the music staff.

- SWBAT identify the concept of pitch as it relates to the staff and keyboard.
- SWBAT read and perform expressive elements in music such as dynamics and tempo.
- SWBAT explain the concept of tonality, melody, and harmony in major and minor.
- SWBAT expressively perform standard American Folk Music repertoire with accurate vocal tone.
- SWBAT explain how music represents the values, beliefs, and rituals of a culture.
- SWBAT explain how standard American Folk songs represent our democracy and foster patriotism.

Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing
Summative	Tests, Quizzes, Projects, Formal Performances, Written Tests. Summative assessment should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Assessments could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned.
Alternative and Benchmark	Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Teacher generated assessments Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Interactive SmartBoard IPads/iPods CD and CD Player Recorders Percussion/Classroom Instruments

Pianos
Sheet Music /Music Score
Computers
Garage Band
Chrome Music Lab
Music Today
Everyday Musicplay
Kodaly
Making Music
www.youtube.com
Apple Music
classicforkids.com
metrolyrics.com
[Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Visual & Performing Art

- 1.3A.5.Cr1a. Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a. Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
- 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3.A.5.Pr4c. Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr5a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Visual and Performing Art Practices

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data

Interdisciplinary/21st Century Connections

Connections and Skills

- Creativity and Innovation
- Collaboration and Teamwork

	<ul style="list-style-type: none"> • Problem Solving
Math	<ul style="list-style-type: none"> • 3.NF. Develop understanding of fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
Social Studies	<ul style="list-style-type: none"> • 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SEL	<ul style="list-style-type: none"> • Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others. • Social Awareness - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	Music Literacy
Unit Duration	12 Weeks
Unit Summary & Rationale	Unit 2 introduces the musical alphabet, note values, rests, and performing notes on the music staff with boom whackers. The unit covers how to perform basic rhythms and melodies while reading the correct notation, and considers the history of written notation by studying the life of Italian musician Guido d'Arezzo
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Who is Guido d'Arezzo and why was he an important musician? • What is the musical alphabet and how does it function? • What are the basic note values in music? • Can you write and perform the basic note values in music? • Can you identify and perform the quarter rest? • Can you apply the musical alphabet to the music staff? • Can you perform the correct notes and rhythms on boomwhackers while reading music on the staff?
Enduring Understandings	<ul style="list-style-type: none"> • The life and significance of Guido d'Arezzo. • The musical alphabet and its functions. • Identifying and performing the basic note values and the quarter rest.

	<ul style="list-style-type: none"> • Applying the musical alphabet to the music staff. • Performing basic note values and the quarter rest on boomwhackers.
Learning Outcomes	<ul style="list-style-type: none"> • SWBAT explain the life and significance of Guido d'Arezzo. • SWBAT explain the musical alphabet and its functions. • SWBAT identify and perform the basic note values and the quarter rest. • SWBAT apply the musical alphabet to the music staff. • SWBAT perform basic note values and the quarter rest on boomwhackers.
Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing
Summative	Tests, Quizzes, Projects, Formal Performances. Summative assessment should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit? Assessments could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned.
Alternative and Benchmark	<p>Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – Teacher generated assessments, performances</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	<p>Interactive SmartBoard</p> <p>IPads/iPods</p> <p>CD and CD Player</p> <p>Recorders & Boomwhackers</p> <p>Music Staff Paper</p> <p>Percussion/CI Instruments</p> <p>Pianos</p>

Computers
Garage Band
Chrome Music Lab
Music Today
Everyday Musicplay
Kodaly
Making Music
www.youtube.com
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[Approved Class Resource List](#)

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Interdisciplinary/21st Century Connections

Connections and Skills

- Creativity and Innovation
- Collaboration and Teamwork

Math	<ul style="list-style-type: none"> • 3.NF.A Develop understanding of fractions as numbers.
Social Studies	<ul style="list-style-type: none"> • 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SEL	<ul style="list-style-type: none"> • Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others. • Social Awareness - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	The Recorder
Unit Duration	6 Weeks
Unit Summary & Rationale	Unit 3 concludes the year by further synthesizing student understanding of music notation, and explores how to perform and properly handle the recorder while reading music. The unit includes a history of the recorder, parts of the instrument, responsible instrument care, and basic recorder technique. Students will perform the first 3 notes on the recorder and learn beginner melodies. This unit primarily aims to teach students how to play an instrument. The many benefits associated with learning an instrument include self-discipline, dedication, concentration, confidence, responsibility, compassion, pride, patience, and respect. This musical training will help physically develop hand-eye coordination, language skills, and spatialtemporal skills.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What is a recorder? • Who were the first people to use a recorder and how has it been used throughout history? • What are the parts of a recorder? • How do you properly handle and use the recorder in the classroom?
Enduring Understandings	<ul style="list-style-type: none"> • How to perform basic rhythms and notes on the staff with the recorder.

	<ul style="list-style-type: none"> • The history, use, and responsibility of learning and handling an instrument. • Build listening skills, sight-reading skills, and performance and improvisation techniques. • How to perform individually and respect other performers. • How to collaborate with a large group of people and work together to create and achieve an objective. • What techniques do you apply to properly play the recorder? • Can you perform and sight-read songs incorporating all basic note values and rests with the first 3 notes on the recorder? • Can you improvise songs over given harmonic progressions with the first 3 notes on the recorder? • How do you play a melody and a harmony on the recorder?
Learning Outcomes	<ul style="list-style-type: none"> • SWBAT read and perform all basic music notes and rests on the staff. • SWBAT explain the history, use, and responsibility of learning and handling an instrument. • SWBAT demonstrate proper listening skills, sight-reading skills, and performance and improvisation techniques. • SWBAT perform individually and respect other performers. • SWBAT collaborate with a large group of people and work together to create and achieve an objective
Assessment Evidence	
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Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Creativity and Innovation • Global and Cultural Awareness
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Social Studies	<ul style="list-style-type: none"> • 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SEL	<p><u>Self-Management</u></p> <ul style="list-style-type: none"> • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	Music History
Unit Duration	5 Weeks
Unit Summary & Rationale	Unit 4 explores the basic features of Classical music by examining the instruments, history, and significance of the orchestra and appropriate concert etiquette through the study of Sergei Prokofiev's "Peter and the Wolf". The unit will conclude by studying how Classical musicians utilized the orchestra with an introduction to the life and music of Ludwig van Beethoven and Wolfgang Amadeus Mozart. This unit aims to introduce students to the world of Classical Music by building listening skills and studying

	<p>significant Classical composers and literature. We will develop listening skills by classifying instruments and their expressive characteristics, and model appropriate listening behavior when attending performances. An introduction to Classical composers and literature will begin to broaden students listening habits and continue to build an understanding of music theory, music history, and performance.</p>
<p>Unit Goals</p>	
<p>Essential Questions</p>	<ul style="list-style-type: none"> • How do you maintain appropriate behavior when listening to live music? • Who are participants of a live musical performance? • What is an orchestra and how did it develop? • What are the names of each instrument section in an orchestra? • What are the names of instruments in each section? • Can you identify each instrument by sight and sound? • How did Classical composers use the orchestra to create expressive works of art? • Who are Sergei Prokofiev, Ludwig van Beethoven, and Wolfgang Amadeus Mozart? • When did these composers live, where are they from, and why are they still known today? What are some famous works by each composer? • Can you sing famous works by these composers from a written score?
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Appropriate concert etiquette. • The history and definition of an orchestra. • The sections and instruments of an orchestra. • The significance of the orchestra in Classical music. • An introduction to the life and work of Sergei Prokofiev, Ludwig van Beethoven, and Wolfgang Amadeus Mozart. • How to perform age-appropriate Classical repertoire with accurate vocal tone.
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • SWBAT demonstrate appropriate concert etiquette. • SWBAT explain the history and definition of an orchestra. • SWBAT identify the sections and instruments of an orchestra. • SWBAT explain the significance of the orchestra in Classical music. • SWBAT identify the life and work of Sergei Prokofiev, Ludwig van Beethoven, and Wolfgang Amadeus Mozart. • SWBAT to perform age-appropriate Classical repertoire with accurate vocal tone

- Career Exploration – Students will learn about careers in the music industry.

Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing
Summative	Tests, Quizzes, Projects, Formal Performances. Summative assessment should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit? Assessments could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned. Part 1: Invent Your Instrument.
Alternative and Benchmark	<p>Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – Teacher generated assessments, performances</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	<p>Interactive SmartBoard</p> <p>IPads/iPods</p> <p>CD and CD Player</p> <p>Recorders</p> <p>Percussion/CI Instruments</p> <p>Pianos</p> <p>Computers</p> <p>Garage Band</p> <p>Chrome Music Lab</p> <p>Music Today</p> <p>Everyday Musicplay</p> <p>Kodaly</p> <p>Making Music</p>

www.youtube.com
Sheet Music/ Music Scores
classicforkids.com
metrolyrics.com
[Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Visual & Performing Art

- 1.3A.5.Cr1a. Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a. Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
- 1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c. Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr5a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Visual and Performing Art Practices

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

- 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 9.2.5.CAP.7: Identify factors to consider before starting a business.

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Collaboration and Teamwork
Social Studies	<ul style="list-style-type: none"> • 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. • 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. • 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SEL	<ul style="list-style-type: none"> • Relationship Skills -Establish and maintain healthy relationships • Relationship Skills -Utilize positive communication and social skills to interact effectively with others • Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others. • Social Awareness - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds <p style="text-align: center;">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter 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
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.