

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
MUSIC DEPARTMENT

Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> • Provide audio and/or video resources that foster further in-depth analysis the topic. • Exploration of artists to understand historical and cultural impact. • Use of Higher Level Questioning Techniques. • Provide assessments at a higher level of thinking. • Foster leadership roles. • Assign independent projects • Individual performance opportunities • Next level theory • Self-critiquing 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Pairing with more advanced ESL students • Utilize in house resources • Google language translator • Shadow upperclassmen <p>Modifications for Homework/Assignments:</p> <ul style="list-style-type: none"> • Extended time for assignment completion as needed. • Highlight key vocabulary. • Allow translation devices and/or use of computer • Teach skills/techniques to be learned by rote as modeled by teacher and/or peers. 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Student can retake examinations • Ask students to restate information, directions, and assignments • Repetition and practice • Teach skills/techniques to be learned by rote as modeled by teacher and/or peers. • Extended time for class work. • Preferential seating when applicable. • Establish expectations for correct spelling on assignments • Extra copies of sheet music for home when necessary for homework. • Student may request access to audio and/or video resources when applicable • Assign a peer helper in the class setting • Provide oral reminders and check 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Offer extra help after school. • Ask students to restate information, directions, and assignments • Repetition and practice • Teach skills/techniques to be learned by rote as modeled by teacher and/or peers. • Extended time to complete class work. • Preferential seating when applicable. • Establish expectations for correct spelling on assignments • Extra copies of sheet music for home when necessary for homework. • Student may request access to audio and/or video resources when applicable • Assign a peer helper in the class setting

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	<p>Resources</p> <p>WIDA Standards</p> <ul style="list-style-type: none"> • Standard 1: Social and Instructional Language • Standard 2: The language of Language Arts • Standard 3: The language of Mathematics • Standard 4: The language of Science • Standard 5: The language of Social Studies 	<p>student work during independent work time</p> <ul style="list-style-type: none"> • Assist student with long and short term planning of assignments • Encourage student to double check work on examinations when applicable. (not performing or listening exams) • Communication with aide <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time on classroom examinations • Restate, reread, and clarify directions/questions • Distribute study guide for classroom tests • Establish procedures for accommodations/modifications for assessments. 	<ul style="list-style-type: none"> • Provide oral reminders and check student work during independent work time • Assist student with long and short term planning of assignments • Encourage student to double check work on examinations when applicable. (not performing or listening exams) • Provide regular parent/school communication • Pairing with advanced students • Communication with guardian • Communicate with I&RS <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time on classroom examinations • Restate, reread, and clarify directions/questions • Distribute study guide for classroom tests • Establish procedures for accommodations/modifications for assessments.
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MUSIC DEPARTMENT

CONTENT: Choir Unit 1						
Theme: Tessitura						
Essential Questions: How does singing beyond the range of a speaking voice affect the ability to perform? Does this further develop the ability to identify harmony vs. melody? How does voice range affect the part I sing, harmony or melody? How do individual singing parts affect the performance, and the ensemble, as a whole? I am aware of my singing range and how to improve it?						
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> Examine how aspects of meter are organized and manipulated to establish unity and variety in genres of musical compositions. Examine how aspects of rhythm are organized and manipulated to establish unity and variety in genres of musical compositions. Examine how aspects of tonality are organized and manipulated to establish unity and variety in genres of musical compositions. Examine how aspects of intervals are organized and manipulated to establish unity and variety in genres of musical compositions. Examine how aspects of chords are organized and manipulated to establish unity and variety in genres of musical compositions. Examine how aspects of harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Exploration of voice range Discovery of shift from chest to head voice. 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> Audibly Rehearsal Self -Critique Concerts Question and answer Student led presentation Benchmark Assessments Final Exam 	<p>Standards (NJSLs): 1.1.12.B.1 1.1.12.A.1, 1.1.12.A.2 1.4.12.A.1</p> <p>NJSLS ELA: SL.11-12.1.A W.11-12.10</p> <p>21st Century Life and Career 9.1.12.A.4, 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1, 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>			
						<p>Pacing Chart/Time Frame: 2-3 weeks-assessment</p>
						<p>Materials: Other established singers who know their voice part Chrome books Various web-based music software Appropriate musical literature YouTube</p>

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CONTENT: Choir Unit 2			
Theme: Reading the basics			
Essential Questions: How can I more effectively read music? How can I more effectively identify music symbols?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> Examine how aspects of meter are organized and manipulated to establish unity and variety in genres of musical compositions. Examine how aspects of rhythm are organized and manipulated to establish unity and variety in genres of musical compositions. Examine how aspects of tonality are organized and manipulated to establish unity and variety in genres of musical compositions Examine how aspects of intervals are organized and manipulated to establish unity and variety in genres of musical compositions Examine how aspects of chords are organized and manipulated to establish unity and variety in genres of musical compositions Identify and distinguish between a single melodic line, a single melodic line with harmonic accompaniment, a progression of chords, or a combination of melody and harmony. Examine how reading music affects cognitive abilities. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Identify staff, clef, system, note values Differentiate unison harmony Students will be able to examine how reading music affects cognitive ability 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> Quizzes Rehearsal Self –Critique Student led presentation Concerts Question and answer Benchmark Assessments Final Exam 	<p>Standards (NJSLs): 1.1.12.B.1, 1.1.12.B.2 1.1.12.A.1, 1.1.12.A.2 1.4.12.B.1, 1.4.12.A.3</p> <p>NJSLS ELA: SL.11-12.1.A W.11-12.10</p> <p>21st Century Life and Career 9.1.12.A.4, 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1, 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>
			<p>Pacing Chart/Time Frame: 4-6 weeks-assessment</p>
			<p>Materials: Handouts Google classroom YouTube</p>

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CONTENT: Choir Unit 3			
Theme: Note Direction/ Intervals			
Essential Questions: Do you think you can manipulate your voice to sing a given interval? How well can I read music in order to determine note/voice direction?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Technical accuracy varies according to genre, culture, and historical era. • Musicality varies according to genre, culture, and historical era. • Stylistic considerations vary according to genre, culture, and historical era. • Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Determine if the notes are going up or down. • Sing and recognize a half or whole step, minor or major thirds, and various harmonies 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Quizzes • Rehearsal • Self –Critique • Student led presentation • Concerts • Question and answer • Class work • Benchmark Assessments • Final Exam 	<p>Standards (NJSLs): 1.3.12.B.1, 1.3.12.B.3 1.1.12.A.1, 1.1.12.A.2 1.4.12.B.2, 1.4.12.A.1</p> <p>NJSLS ELA: SL.11-12.1.A Writing: W.11-12.10</p> <p>21st Century Life and Career 9.1.12.A.4, 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1, 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>
			<p>Pacing Chart/Time Frame: 2-3 weeks-assessment</p>
			<p>Materials: Concert Choir literature Handouts / Lectures YouTube</p>

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CONTENT: Choir Unit 4			
Theme: Performance			
Essential Questions: Are students able to understanding the appropriate choir literature? How can we apply the principles of music to enhance the performance? How are diverse styles, cultures and historic periods represented in performances? How can the study of voice be used to promote opportunities for the future? How does the study of music enable students to become active members of society?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods. • Communicate information and ideas to multiple audiences using a variety of media and formats. • Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. • Identify transferable career skills and design alternate career plans. • Recognize the relationship between music and the community 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Showcase their works before an audience • Foster a cultured atmosphere • Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. • Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs. 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Winter Concert • Tree Lighting • Pep Rallies • Joint Middle/High School Concert • Spring Concert • Graduation • Rehearsal • Self -Critique • Benchmark Assessments • Final Exam 	<p>Standards (NJSLs): 1.3.12.B.1 1.1.12.A.1, 1.1.12.A.2 1.4.12.A.1, 1.4.12.A.3 1.2.12.A.1, 1.2.12.A.2</p> <p>NJSLs ELA: SL.11-12.1.A Writing: W.11-12.10</p> <p>21st Century Life and Career 9.1.12.A.4, 9.2.12.C.3 Technology Standards 8.1.12.F.1, 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>
Pacing Chart/Time Frame: Spread throughout the school year			
Materials: Various supporting music literature Google classroom YouTube			

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CONTENT: Choir Unit 5					
Theme: Solfeggio					
Essential Questions: Are students able to apply given syllables to a vocalize warm up? Are students able to recognize the notes on the piano and apply the appropriate solfeggio?					
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Aurally identify melodic and/or rhythmic motifs and identify changes in time signature, tempo, rhythm, melody, harmonic and timbre that are the same, different and/or recurring. • Visually identify melodic and/or rhythmic motifs and identify changes in time signature, tempo, rhythm, melody, harmonic and timbre that are the same, different and/or recurring • Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Read advanced notation • Decipher modulations and meter changes 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Playing tests • Written tests • Student led presentation • Rehearsal • Self –Critique • Question and answer • Final Exam • Benchmark Assessments 	<p>Standards (NJSLs): 1.1.12.B.1, 1.3.12.B.1 1.1.12.A.1, 1.1.12.A.2 1.4.12.A.2</p> <p>NJSLS ELA: SL.11-12.1.A Writing: W.11-12.10</p> <p>21st Century Life and Career 9.1.12.A.4, 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1, 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>		
			<p>Pacing Chart/Time Frame: 6-8 weeks-assessment</p>		
			<p>Materials: Piano listening Google classroom YouTube</p>		

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CONTENT: Choir Unit 6			
Theme: Tuning			
Essential Questions: How can I effectively use my voice in tune with others? How can I effectively make necessary tuning adjustments? Can I sing in tune consistently alone without the assistance of a piano? Why is the concept of tone important to a performance? Why are listening skills so vital to a performance?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Technical accuracy varies according to genre, culture, and historical era. • Musicality varies according to genre, culture, and historical era. • Stylistic considerations vary according to genre, culture, and historical era. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Tune voice with the piano, or another voice • Use self ear tuning 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Quiz major scale • Playing tests • Written tests • Student led presentation • Rehearsal • Self –Critique • Question and answer • Final Exam • Benchmark Assessments 	<p>Standards (NJSLs): 1.3.12.B.1 1.1.12.A.1, 1.1.12.A.2 1.4.12.A.1, 1.4.12.A.4</p> <p>NJSLS ELA: SL.11-12.1.A Writing: W.11-12.10</p> <p>21st Century Life and Career 9.1.12.A.4, 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1, 8.2.12.B.3</p> <p>Career Ready Practices CRP 1, 9</p>
			<p>Pacing Chart/Time Frame: 2-3 weeks-assessment</p>
			<p>Materials: Tuner, Piano other voices Google classroom YouTube</p>