

**NEW MILFORD BOARD OF EDUCATION**  
New Milford Public Schools  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

**COMMITTEE ON LEARNING SUB-COMMITTEE**  
**MEETING NOTICE**

RECEIVED  
TOWN CLERK

2024 MAY -3 P 12:09

NEW MILFORD, CT

**DATE: May 7, 2024**  
**TIME: 7:30 P.M.**  
**PLACE: Sarah Noble Intermediate School – Library Media Center**

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. Call to Order**

**2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. Items for Discussion and Approval:**

**A. Curriculum**

1. Computer Science 1
2. Computer Science II
3. Communication Arts I
4. Communication Arts II
5. General Music 6
6. General Music 7
7. General Music 8
8. Introduction to Acting
9. Introduction to Digital Media

**4. Items of Information**

- A. Supporting Student Success: Multi-Tiered Systems of Support
- B. Science of Reading Update

**5. Public Comment**

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**6. Adjourn**

**Sub-Committee Members:**            **Tammy McInerney, Chairperson**  
   **Sarah Herring**  
   **Brian McCauley**  
   **Dean Barile**

**Alternates:**                            **Leslie Sarich**

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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Computer Science 1

April/2024

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**New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barille

Eric Hansell

Sarah Herring

Brian McCauley

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Mrs. Holly Hollander

**Authors of Course Guide**

**Sean Cotter**

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**New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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## Computer Science 1

Grade Levels 6th, 7th, or 8th

Computer Science 1 gives students the opportunity to learn about how computers work, the way that data is transmitted, the security of that information and an understanding of computer programming. Students in the first unit will work on critical thinking skills as they design a virtual invention that they will have to work in small groups and class to advertise their invention to the class. The inventions will also need to consider the use of them in the general public. Computer programming units will focus on the understanding of coding structure and common features of all computer coding languages in an engaging way that might interest students to look at computer science as a possible career or to use for fun expression. The students will be working on problem solving skills as they create and design programs that will be ultimately of their own interest and design.

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**Pacing Guide**

This is a semester course that meets every other day for approximately 40 minutes for 45 days.

Unit 1 How Things Work 15 Class Days

Unit 2 Intro to the Coding Language 15 Class Days

Unit 3 Program Development 15 Class Days



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UbD Template 2.0

How do things work?

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b> <b>CSTA K-12 Computer Science Standards</b></p> <p>2-CS-01 Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices. (P3.3)</p> <p>2-CS-02 Design projects that combine hardware and software components to collect and exchange data. (P5.1)</p> <p>2-NI-04 Model the role of protocols in transmitting data across networks and the Internet. (P4.4)</p> <p>2-NI-05 Explain how physical and digital security measures protect electronic information. (P7.2)</p> <p>2-NI-06 Apply multiple methods of encryption to model the secure transmission of information. (P4.4)</p> <p>2-IC-21 Discuss issues of bias and accessibility in the design of existing technologies.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.</p> <p>Use logical and reasoning skills to solve problems in school and real-life.</p> <p>Consider implications of personal and professional decisions involving technology and personal data.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Innovation comes from lots of different avenues.</li> <li>● Teamwork is needed because you may not be an expert at all things.</li> <li>● Protecting your information is not just a strong password but how data is transmitted.</li> <li>● Developers should always consider bias and accessibility when related to technology.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How do people create new things?</li> <li>● How do I know if I need other people to help me?</li> <li>● How do I keep myself as safe as possible in this technology-filled world?</li> <li>● How does technology that is built help others?</li> </ul>

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<b>Acquisition</b>					
	<table border="1"><thead><tr><th style="width: 50%;"><i>Students will know...</i></th><th style="width: 50%;"><i>Students will be skilled at...</i></th></tr></thead><tbody><tr><td><ul style="list-style-type: none"><li>● The four steps of the problem solving process and how to apply it.</li><li>● Key terminology related to computer parts, network parts, and data security.</li><li>● The difference between an input, output, and a storage device.</li><li>● The different ways devices can transmit information and the pros and cons of each. (Bluetooth, wifi, wired, satellite, infrared, radio, optical, to name a few but this list can change given new technology.)</li><li>● The steps to make sure that they are being safe with data that they share.(For instance understanding radio waves you would not share personal data but with an encrypted connection you would be more secure.)</li></ul></td><td><ul style="list-style-type: none"><li>● Determining what is/is input to a system vs output from a system (A monitor is an output device since it shows the user information. A keyboard is used to change what is going on the screen/system so that would be an input device.)</li><li>● Using algorithms that can be used to share information such as morse code and/or sign language to send messages non verbally.</li><li>● Making algorithms that can be shared to encrypt information between people be using a shift cipher or something more complex.</li><li>● Working together in a group to decompose a problem and synthesize necessary steps for solving a problem with brevity and clarity.</li><li>● Identifying and understanding how people keep their data safe and what exists that could compromise that data (Example a card reader placed over a gas pump card with a secondary touchpad overlay.)</li></ul></td></tr></tbody></table>	<i>Students will know...</i>	<i>Students will be skilled at...</i>	<ul style="list-style-type: none"><li>● The four steps of the problem solving process and how to apply it.</li><li>● Key terminology related to computer parts, network parts, and data security.</li><li>● The difference between an input, output, and a storage device.</li><li>● The different ways devices can transmit information and the pros and cons of each. (Bluetooth, wifi, wired, satellite, infrared, radio, optical, to name a few but this list can change given new technology.)</li><li>● The steps to make sure that they are being safe with data that they share.(For instance understanding radio waves you would not share personal data but with an encrypted connection you would be more secure.)</li></ul>	<ul style="list-style-type: none"><li>● Determining what is/is input to a system vs output from a system (A monitor is an output device since it shows the user information. A keyboard is used to change what is going on the screen/system so that would be an input device.)</li><li>● Using algorithms that can be used to share information such as morse code and/or sign language to send messages non verbally.</li><li>● Making algorithms that can be shared to encrypt information between people be using a shift cipher or something more complex.</li><li>● Working together in a group to decompose a problem and synthesize necessary steps for solving a problem with brevity and clarity.</li><li>● Identifying and understanding how people keep their data safe and what exists that could compromise that data (Example a card reader placed over a gas pump card with a secondary touchpad overlay.)</li></ul>
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### STAGE 2

<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
M, T	Visual items on Google slides will include the major components of a system.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
M, T	Accurate explanation on the slides describing how the invention operates, what are the input and output methods of the invention, where is the program located, how the data is transmitted from one part of the system to another and to the user.	Goal/challenge- Students will take an item that has no technology on or in it and add technology to the item with all of the parts that would be needed for it to function. This includes transmission of data within the system and what kind of security would be needed for the product.  Role for student- Inventor
M, T	Description of what data protocols were chosen for your invention and the encryption and security methods that would be best for the situation.	Audience for students work- Fellow classmates and buyers.  Situational- Venture capitalists are looking for companies that have growth potential (like Shark Tank)
M, T	Detailed log of difficulties/opportunities encountered during the problem solving process and revision process with specific details on how they were resolved or incorporated into the invention.	Products and performances generated by students- They will digitally design a project that combines hardware and software components to collect and exchange data. Then edit the product that will use recommended improvements to the design of computing devices, based on an analysis of how users interact with the devices from small group sharing. The device needs to use the role of protocols in transmitting data across networks and/or the Internet. Students then have to explain how physical and digital security measures protect their products' electronic information by explaining which method of encryption to model the secure transmission of information they will use.
M, T	List of customizable options that users could get to personalize their interaction with the product that also addresses accessibility.	Standards/criteria for judging success: According to Rubric

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		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>•</li><li>• Research on what physical measures are used to protect a person's information and what has been created to try to steal that same information.</li><li>• Individual and Collaborative Creative Tasks (detailed above)</li></ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>● Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A	<ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Question of the Day and interactive questions embedded in slides.</li> </ul>
A	<ul style="list-style-type: none"> <li>● Student completion of a graphic organizer that summarizes characteristics of a computer and categorizes examples from a list.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive notes and checkpoints on topics</li> <li>● Interactive questioning competitions such as Kahoot or Quizlet</li> </ul>
A	<ul style="list-style-type: none"> <li>● Student collaboration to solve brainteasers involving encryption and to determine the steps needed to solve the problem correctly and efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>● Exit Ticket Answers</li> <li>● Summative assessments (quizzes, unit tests)</li> </ul>
M, T	<ul style="list-style-type: none"> <li>● Student completion of a list of steps for a simple activity such as making toast followed by decomposition of the problem (ie, making toast) into steps, synthesis of individual steps and creation of a poster that demonstrates a clear, easy to understand way to solve the problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring class work through board work, group work, questioning, and circulation</li> <li>● Check for understanding of the hardware parts of a computer system with a quiz.</li> </ul>
A	<ul style="list-style-type: none"> <li>● Teacher demonstration of encryption that involves student discussion of the algorithms that are used every day and the encryption algorithms that are being used.</li> </ul>	<ul style="list-style-type: none"> <li>● Check for understanding by going over encryption, and responding to exit tickets</li> <li>● Differentiate through purposeful or flexible grouping, pair programming and/or use of visuals/manipulatives.</li> </ul>
M, T	<ul style="list-style-type: none"> <li>● Students pair/group to discuss and correct completed work.</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled assignments are offered for students who need remediation or more challenge.</li> </ul>
A	<ul style="list-style-type: none"> <li>● Students will use precise computing vocabulary in context.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will be able to identify each part using images and words to describe the job of each.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>● Students will be able to encode and decode messages within groups and design different ways of encryption within the groups.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>● Students will demonstrate effective application of the problem-solving process to brainstorm, design, and market a product.</li> </ul>	
A	<ul style="list-style-type: none"> <li>● Students will identify the correct differentiation between what is/is not hardware and software.</li> </ul>	
A	<ul style="list-style-type: none"> <li>● Students will elaborate on the differentiation between problems that are easily/not easily solved by computers including why.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>● Students will identify the correct analysis of the output/input of a given device.</li> </ul>	

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T	<ul style="list-style-type: none"><li>● Students will demonstrate the application of different methods of encryption in a non-digital environment.</li></ul>	
T	<ul style="list-style-type: none"><li>● Students will research different applications of security measures for digital and physical environments.</li></ul> <p><u>Resources</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

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UbD Template 2.0

Intro to the coding language

Stage 1 Desired Results		
	<i>Transfer</i>	
<p><b>ESTABLISHED GOALS</b> <b>CSTA K-12 Computer Science Standards</b></p> <p>2-AP-10 Use flowcharts and/or pseudocode to address complex problems as algorithms.</p> <p>2-AP-11 Create clearly named variables that represent different data types and perform operations on their values.</p> <p>2-AP-13 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.</p> <p>2-AP-12 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.</p> <p>1B-AP-08 Compare and refine multiple algorithms for the same task and determine which is the most appropriate</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.</p> <p>Use logical and reasoning skills to solve problems in school and real-life</p> <p>Consider implications of personal and professional decisions involving technology</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Computer Programming is about solving problems.</li> <li>● It is important to thoroughly understand the problem one is trying to solve and clarify assumptions before going about solving it.</li> <li>● Planning and designing code is an important step of the problem solving process.</li> <li>● We apply concepts of programming in our everyday lives.</li> <li>● Computer programs are executed sequentially.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How can algorithms lend themselves to reusability?</li> <li>● How do we use algorithms every day, and in what ways are they incorporated into programming?</li> <li>● How can learning to program affect the outlook one has on how to complete tasks and solve problems?</li> <li>● In what ways can a computer programmer's tasks be compared to other occupations such as architects and artists?</li> <li>● What makes a problem hard or easy for a computer to solve?</li> <li>● How can I write code that uses conditionals in a way that makes my program easy to understand?</li> </ul>

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<b>Acquisition</b>	
<i>Students will know...</i> <ul style="list-style-type: none"><li>• The four steps of the problem solving process.</li><li>• Key terminology related to algorithms, the problem solving process and sequence.</li><li>• Operations that computers can easily execute vs. ones that are not as easily executed (application of a heuristic).</li><li>• Text and numbers are represented in code in different ways(Strings and integers).</li><li>• Variable names can be used to not only identify an object but manipulate that object in the code.</li><li>• Loops and conditionals in coding make things happen versus without them would never occur.</li></ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"><li>• Using variables to define different data types.</li><li>• Conceiving a sequence of steps to solve a problem individually.</li><li>• Relating the logical structures in programming algorithms to real-life situations.</li><li>• Working together in a group to decompose a problem and synthesize necessary steps for solving a problem with brevity and clarity.</li><li>• Writing code that solves a graphics-based problem using sequence according to given specifications.</li><li>• Expressing sequence and program stop/start in a program using a flowchart.</li><li>• Using number and text literals within simple function calls to solve problems.</li><li>• Identifying and fixing common syntax errors involving sequence and simple commands.</li><li>• Evaluating the output of programs that include sequence and number/text literals.</li><li>• Applying the four steps of problem solving.</li><li>• Using an IDE and a debugger to compile, execute and test programs.</li></ul>



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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, T	Visual example of planning process when designing and brainstorming the idea for a program that uses variables, functions, mouse input event handlers and changing object properties to create an interactive graphical program.(Flowchart and/or pseudocode code should be used.)	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge: A Graphical program that accepts user input and changes the properties of graphical objects within the program in response to the input. The program must also incorporate functions effectively and notes must demonstrate how test cases were used to test functionality and enjoyment.</p>
M, T	The program must incorporate functions and variables to reduce code complexity and is error-free.	Role for student: Programmer/Tester
M, T	The use of loops and compound conditionals were used in the program and documentation is used to tell the reader why they were the most appropriate choice.	<p>Audience for student work: Users of the Software</p> <p>Situation: Students draw on their own interests to brainstorm, design, code and test a program that accepts user input and changes the properties of graphical objects within the program in response to the input.</p>
M, T	State the source of the basis of your code using comments.	Products and performances generated by students: A complete, error-free program that accepts user input and changes the properties of graphical objects within the program in response to the input. The program must also incorporate functions and a list of test cases used to test functionality must be provided.
M,T	Accurate explanation of programming concepts learned and how they were applied in the creative project	Standards/criteria for judging success: According to Rubric
M, T	Detailed description of difficulties/opportunities encountered during the problem solving process and specific details outlining how they were resolved or incorporated	
M, T	Detailed list of further enhancements that could be added to their program to increase functionality/user experience in their creative projects.	

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		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>● Individual and Collaborative Creative Tasks (detailed above)</li><li>● Online quiz consisting of multiple choice questions based on vocabulary and code analysis and open-ended coding challenges based on unit content.</li></ul>
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## Stage 3 – Learning Plan

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	<ul style="list-style-type: none"> <li>● Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>● Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A	<ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Question of the Day and interactive questions embedded in slides.</li> <li>● Interactive notes and checkpoints on topics</li> <li>● Interactive questioning competitions such as Kahoot or Quizlet</li> <li>● Exit Ticket Answers</li> <li>● Summative assessments (quizzes, unit tests)</li> <li>● Monitoring class work through board work, group work, questioning, and circulation</li> <li>● Check for understanding by going over code examples, and responding to exit tickets.</li> <li>● Differentiate through purposeful or flexible grouping, pair programming and use of visuals/manipulatives.</li> <li>● Leveled assignments are offered for students who need remediation or more challenge.</li> <li>● Summative coding challenges based on unit content.</li> </ul>
A	<ul style="list-style-type: none"> <li>● Student completion of a graphic organizer that summarizes characteristics of a computer and categorizes examples from a list.</li> </ul>	
A	<ul style="list-style-type: none"> <li>● Student collaboration to solve brainteasers involving coding and to determine the steps needed to solve the problem correctly and efficiently.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>● Student completion of a the of steps for an activity to help understanding on how to solve different problems.</li> </ul>	
A	<ul style="list-style-type: none"> <li>● Teacher demonstration of coding that involves student discussion of the algorithms that are used every each and the algorithms that are being used.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>● Students pair/group to discuss and correct completed work.</li> </ul>	
A	<ul style="list-style-type: none"> <li>● Students will use precise computing vocabulary in context.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>● Students will apply correct application of function definition and calls, variable definition and usage, object property modification and mouse press/release event handlers as evidenced by a successful program compilation and comparison of actual output with expected output.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>● Students will demonstrate effective application of the problem-solving process to brainstorm, design, code and test a program.</li> </ul>	
A	<ul style="list-style-type: none"> <li>● Students will demonstrate the correct differentiation between function and top-level code.</li> </ul>	
A	<ul style="list-style-type: none"> <li>● Students will apply the correct application of function and variable naming rules.</li> </ul>	
A	<ul style="list-style-type: none"> <li>● Students will use the correct application of control structures including loops and compound conditionals.</li> </ul>	
M, A	<ul style="list-style-type: none"> <li>● Students will give the correct analysis of the output of a given program or code snippet.</li> </ul>	

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UbD Template 2.0

Unit 3 Program Development

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b> <b>CSTA K-12 Computer Science Standards</b></p> <p>2-AP-14 Create procedures with parameters to organize code and make it easier to reuse.</p> <p>2-AP-15 Seek and incorporate feedback from team members and users to refine a solution that meets user needs.</p> <p>2-AP-16 Incorporate existing code, media, and libraries into original programs, and give attribution.</p> <p>2-AP-19 Document programs in order to make them easier to follow, test, and debug.</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.	
	Use logical and reasoning skills to solve problems in school and real-life	
	Consider implications of personal and professional decisions involving technology	
<i>Meaning</i>		
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Computer Programming can use parameters to make code easier to recall.</li> <li>● It is important to thoroughly understand the feedback from others before you find solutions to the problems.</li> <li>● Incorporating existing code, media, and libraries is an important step of the process to code more efficiently.</li> <li>● Documenting programs will make the code easier to follow and reuse later.</li> <li>● We apply concepts of programming in our everyday lives.</li> <li>● Computer programs are executed sequentially.</li> <li>● In computer science items can exist locally or globally.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How do different mouse events control what happens in a real-life program?</li> <li>● How can programmers use mouse events to effectively serve a program's purpose?</li> <li>● How can I use boolean logic in real life to make decisions and solve problems?</li> <li>● How can I write code that uses conditionals in a way that makes my program easy to understand?</li> </ul>	
<i>Acquisition</i>		
<i>Students will know...</i>	<i>Students will be skilled at...</i>	

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	<ul style="list-style-type: none"><li>● Key terminology related to conditionals, helper functions and mouse drag/move events.</li><li>● Necessary keywords for defining conditionals and helper functions.</li><li>● And/ or expressions and the proper syntax.</li><li>● The six relational operators are and how to express them in code.</li><li>● The syntax to correctly define an if statement in code.</li><li>● Differences between statements in a function or top-level code that are/are not included within an if statement.</li><li>● The ways event handlers can be called when mouse move/drag events occur.</li><li>● The format that parameters are defined in a function and so they can be used.</li></ul>	<ul style="list-style-type: none"><li>● Documenting and formatting their code so it is easily understandable by other programmers.</li><li>● Inputting mouse position information from the user on a move/drag.</li><li>● Writing if statements using boolean expressions to make decisions in a program that have one or two paths.</li><li>● Expressing a one or two-path decision in a program using a flowchart.</li><li>● Determining when it is appropriate to define helper functions.</li><li>● Using helper functions within other functions to reduce code complexity.</li><li>● Evaluating the output of code that includes conditionals and helper functions.</li><li>● Formatting code with indent statements inside of if structures to contain the statements within the body of the structure.</li><li>● Using the mouse position to make results happen as a result of the mouse move/drag events.</li><li>● Correctly use a boolean expression using relational operators.</li></ul>
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**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
M, T	Visual example of planning process when designing and brainstorming the idea for a program that uses variables, functions, parameters, libraries, mouse input event handlers and changing object properties to create an interactive graphical program.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> Goal/challenge: A Graphical program that accepts user input and changes the properties of graphical objects within the program in response to the input. The program must also incorporate functions effectively and notes must demonstrate how test cases were used to test functionality and enjoyment.
M, T	A program that accurately fulfills the design detailed in the planning process, is adequately documented and error-free.	Role for student: Programmer/Tester
M, T	Accurate explanation of programming concepts learned and how they were applied in the creative project is commented on in the code.	Audience for student work: Users of the Software  Situation: Students draw on their own interests to brainstorm, design, code and test a program that accepts user input and changes the properties of graphical objects within the program in response to the input.
M, T	Detailed description of difficulties/opportunities encountered during the problem solving and testing process and specific details outlining how they were resolved or incorporated to meet needs of the user.	Products and performances generated by students: A complete, error-free program that accepts user input and changes the properties of graphical objects within the program in response to the input. The program must also incorporate functions and a list of test cases used to test functionality must be provided.
M, T	Detailed list of further enhancements that could be added to their program to increase functionality/user experience in their creative projects.	Standards/criteria for judging success: According to Rubric
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>  <ul style="list-style-type: none"> <li>● Individual and Collaborative Creative Tasks (detailed above)</li> <li>● Online quiz consisting of multiple choice questions based on vocabulary and code analysis and open-ended coding challenges based on unit content.</li> </ul>

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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>● Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> <li>● Student completion of a graphic organizer that summarizes characteristics of a computer and categorizes examples from a list.</li> <li>● Student collaboration to solve brainteasers involving coding and to determine the steps needed to solve the problem correctly and efficiently.</li> <li>● Student completion of a the of steps for an activity to help understanding on how to solve different problems.</li> <li>● Teacher demonstration of coding that involves student discussion of the algorithms that are used every each and the algorithms that are being used.</li> <li>● Students pair/group to discuss and correct completed work.</li> <li>● Students will use precise computing vocabulary in context</li> <li>● Students will be able to apply procedures with parameters to organize code.</li> <li>● Students will evaluate and analyze feedback from team members and users to refine their product.</li> <li>● Students will intentionally incorporate existing code and features plus give credit to source material.</li> <li>● Students will demonstrate documentation of programs in final products.</li> </ul> <p><u>Resources</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Question of the Day and interactive questions embedded in slides.</li> <li>● Interactive notes and checkpoints on topics</li> <li>● Interactive questioning competitions such as Kahoot or Quizlet</li> <li>● Exit Ticket Answers</li> <li>● Summative assessments (quizzes, unit tests)</li> <li>● Monitoring class work through board work, group work, questioning, and circulation</li> <li>● Check for understanding by going over code examples, and responding to exit tickets.</li> <li>● Differentiate through purposeful or flexible grouping, pair programming and use of visuals/manipulatives.</li> <li>● Leveled assignments are offered for students who need remediation or more challenge.</li> <li>● Summative coding challenges based on unit content.</li> </ul>
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Computer Science 2

April/2024

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## **New Milford Board of Education**

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Sean Cotter

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Computer Science 2

### Grades 6, 7, and 8

This is the second in a three course sequential study of computer science. In this class students will be physically building computer items and coding them. This will give the students the knowledge of how all the wonderful parts and features of the devices that they use, work and are controlled. They will also be expanding and creating items while building communication skills in the group and taking on the roles of project manager(presenter), secretary, coder and builder at least once per unit. The creations range from musical instruments, LCD screens, moving pictures, and more. Each unit has more coding and added features that the students will learn about, use, discover, and create.

## **Pacing Guide**

This is a semester course that meets every other day for approximately 40 minutes.

Unit 1 Getting to know Inputs and Outputs 15 Class Days

Unit 2 Adding some new features 15 Class Days

Unit 3 Making some new things 15 Class Days

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b>  <b>CSTA K-12 Computer Science Standards</b></p> <p>2-CS-02 Design projects that combine hardware and software components to collect and exchange data.</p> <p>2-CS-03 Systematically identify and fix problems with computing devices and their components.</p> <p>2-AP-12 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.</p> <p>2-AP-14 Create procedures with parameters to organize code and make it easier to reuse.</p> <p>2-AP-15 Seek and incorporate feedback from team members and users to refine a solution that meets user needs.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.</p> <p>Use logical and reasoning skills to solve problems in school and real-life.</p> <p>Consider implications of personal and professional decisions involving technology and personal data.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Teamwork and communication is key to problem solving and seeing other ideas.</li> <li>● Digital input devices use code that makes it run.</li> <li>● Color codes can be used to make different hues.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does a person's influence on the outside world change things?</li> <li>● How building positive relationships with others makes you stronger?</li> <li>● How does creativity and art come from the most unlikely places?</li> </ul>



<b>Acquisition</b>	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Hardware components of a system (transistor, resistor, capacitor, ect.) have names and specific jobs.</li> <li>● Code that runs some of the objects in everyday life contains loops.</li> <li>● Reusing code to code to make a new device is appropriate in certain instances.</li> </ul> </div> <div style="width: 45%;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Building electronic devices with different components.</li> <li>● Writing and editing code with loops and conditionals.</li> <li>● Making comments in code for reference later.</li> <li>● Talking with members of their team.</li> </ul> </div> </div>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Students in a group for a unit will make a digital portfolio for the group. Each student in the group will have a role that will add items to that portfolio. The secretary will add notes on what they are working on in each class. The coder will need to write and edit the code for the project. The builder will put all the components together for each project. The presenter will act like the manager of the steps being done and also work on making sure the slides with all the information for the project is organized. Students will get points for doing their part of the project and being a team member.</p> <p>Students will be evaluated according to a rubric incorporating the following elements:</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge- Students will build a portfolio of inventions with a team that expand on the lessons that were learned in class.</p> <p>Role for student- Secretary, coder, builder, or presenter. Changing for each invention.</p> <p>Audience for students work- Fellow classmates.</p> <p>Situational- Students are to take the lesson/lessons that they have learned and expand on it with new ideas.</p> <p>Products and performances generated by students- For each of the products the students will start with a group product where they have assigned roles and then continue those roles in the extension of that product using technology and coding that they have learned.</p>
M, T	<ul style="list-style-type: none"> <li>● Identifying and fixing errors with the program and physical components, which are collecting and exchanging data.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>● Designing programs that will include nested loops, compound conditionals, and parameters.</li> </ul>	Standards/criteria for judging success: According to Rubric
M, T	<ul style="list-style-type: none"> <li>● Seeking and incorporating feedback from team members and users to refine a solution.</li> </ul> <p>5 projects will be in the portfolio for each unit and will be shared after each part so students can grow and learn.</p>	

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>● Individual and Collaborative Creative Tasks (detailed above)</li><li>● Exit Ticket Answers</li><li>● Summative assessments (quizzes, unit tests)</li></ul>
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## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>● Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
M	<ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Question of the Day and interactive questions embedded in slides.</li> </ul>
A	<ul style="list-style-type: none"> <li>● Student completion of a graphic organizer and builds that summarizes characteristics of a build..</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive notes and checkpoints on topics</li> <li>● Interactive questioning competitions such as Kahoot or Quizlet</li> </ul>
T	<ul style="list-style-type: none"> <li>● Student completion of the expanded projects that applied what they learned from the base lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Exit Ticket Answers</li> <li>● Summative assessments (quizzes, unit tests)</li> </ul>
A, T	<ul style="list-style-type: none"> <li>● Student demonstration of the different builds that were made for other groups to see.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring class work through board work, group work, questioning, and circulation</li> </ul>
A, T	<ul style="list-style-type: none"> <li>● Students pair/group to discuss and correct completed work.</li> </ul>	<ul style="list-style-type: none"> <li>● Check for understanding of the results of code and physical items with a quiz.</li> </ul>
T, M	<ul style="list-style-type: none"> <li>● Students will use precise computing vocabulary in context.</li> </ul>	<ul style="list-style-type: none"> <li>● Check for understanding with responses to exit tickets</li> </ul>
T, M	<ul style="list-style-type: none"> <li>● Students will be able to identify each part using images and objects to describe the job of each.</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate through purposeful or flexible grouping, pair programming if needed and/or use of visuals/manipulatives.</li> </ul>
T	<ul style="list-style-type: none"> <li>● Students will be able to design projects that combine hardware and software components to collect and exchange data.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will identify and fix problems with the computing devices and components that they are building with.</li> </ul>	
M	<ul style="list-style-type: none"> <li>● Students will be able to seek and incorporate feedback from multiple sources then use that feedback to refine a solution.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will be able to use nested loops and compound conditionals to develop programs.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will demonstrate the use of parameters to organize and make the code easier to reuse.</li> </ul>	
A, M, T	<ul style="list-style-type: none"> <li>● The students will use Arduino Uno kits and materials to make projects for each unit based on what is currently called a Starter Kit and project book. Which also comes with different language options.</li> </ul>	

	<p><u>Resources</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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Stage 1 Desired Results		
<p>ESTABLISHED GOALS <b>CSTA K-12 Computer Science Standards</b></p> <p>2-AP-16 Incorporate existing code, media, and libraries into original programs, and give attribution.</p> <p>2-AP-17 Systematically test and refine programs using a range of test cases.</p> <p>2-AP-18 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts</p> <p>2-AP-19 Document programs in order to make them easier to follow, test, and debug.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.</p> <p>Use logical and reasoning skills to solve problems in school and real-life.</p> <p>Consider implications of personal and professional decisions involving technology and personal data.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Teamwork and communication is key to problem solving and seeing other ideas.</li> <li>● Digital input devices use code that makes it run.</li> <li>● Color codes can be used to make different hues.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does a person's influence on the outside world change things?</li> <li>● How building positive relationships with others makes you stronger?</li> <li>● How does creativity and art come from the most unlikely places?</li> </ul>

<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Hardware components of a system (transistor, resistor, capacitor, ect.) have names and specific jobs.</li> <li>● Code that runs some of the objects in everyday life contains loops.</li> <li>● A phototransistor is and how to use it as an input device.</li> <li>● Resistor ladders can be used to create different end results.</li> <li>● Reusing code to make a new device is appropriate in certain instances.</li> </ul>
	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Building electronic devices with different components.</li> <li>● Writing and editing code with loops and conditionals.</li> <li>● Calibrating Analog sensors.</li> <li>● Coding Arrays to make different results.</li> <li>● Working with iteration in code.</li> <li>● Making comments in code for reference later.</li> <li>● Talking with members of their team.</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Students in a group for a unit will make a digital portfolio for the group. Each student in the group will have a role that will add items to that portfolio. The secretary will add notes on what they are working on in each class. The coder will need to write and edit the code for the project. The builder will put all the components together for each project. The presenter will act like the manager of the steps being done and also work on making sure the slides with all the information for the project is organized. Students will get points for doing their part of the project and being a team member.</p> <p>Students will be evaluated according to a rubric incorporating the following elements:</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge- Students will build a portfolio of inventions with a team that expand on the lessons that were learned in class.</p> <p>Role for student- Secretary, coder, builder, or presenter. Changing for each invention.</p> <p>Audience for students work- Fellow classmates.</p> <p>Situational- Students are to take the lesson/lessons that they have learned and expand on it with new ideas.</p> <p>Products and performances generated by students- For each of the products the students will start with a group product where they have assigned roles and then continue those roles in the extension of that product using technology and coding that they have learned.</p>
M, T	<ul style="list-style-type: none"> <li>● Using existing code, media, and/or libraries into original programs and giving attribution.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>● Testing and refine programs using a range of test cases that they will document.</li> </ul>	Standards/criteria for judging success: According to Rubric
M, T	<ul style="list-style-type: none"> <li>● Adding documentation to the code to make it easier to follow, test, or debug.</li> </ul> <p>5 projects will be in the portfolio for each unit and will be shared after each part so students can grow and learn.</p>	



		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>● Leveled assignments are offered for students who need remediation or more challenge.</li><li>● Individual and Collaborative Creative Tasks (detailed above)</li><li>● Exit Ticket Answers</li><li>● Summative assessments (quizzes, unit tests)</li></ul>
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## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>● Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
M	<ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Question of the Day and interactive questions embedded in slides.</li> </ul>
A	<ul style="list-style-type: none"> <li>● Student completion of a graphic organizer and builds that summarizes characteristics of a build..</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive notes and checkpoints on topics</li> <li>● Interactive questioning competitions such as Kahoot or Quizlet</li> </ul>
T	<ul style="list-style-type: none"> <li>● Student completion of the expanded projects that applied what they learned from the base lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring class work through board work, group work, questioning, and circulation</li> </ul>
A, T	<ul style="list-style-type: none"> <li>● Student demonstration of the different builds that were made for other groups to see.</li> </ul>	<ul style="list-style-type: none"> <li>● Check for understanding of the results of code and physical items with a quiz.</li> </ul>
A, T	<ul style="list-style-type: none"> <li>● Students pair/group to discuss and correct completed work.</li> </ul>	<ul style="list-style-type: none"> <li>● Check for understanding with responses to exit tickets</li> </ul>
T, M	<ul style="list-style-type: none"> <li>● Students will use precise computing vocabulary in context.</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate through purposeful or flexible grouping, pair programming if needed and/or use of visuals/manipulatives.</li> </ul>
T, M	<ul style="list-style-type: none"> <li>● Students will be able to incorporate existing code, media, and libraries into original programs with attribution.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will be able to systematically test and refine programs using a range of test cases.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will effectively approach the problem-solving process to brainstorm, design, and create a product in a timeline.</li> </ul>	
M	<ul style="list-style-type: none"> <li>● Students will document programs in order to make them easier to follow, test, and debug.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will correct analysis of the output/input of a given device and the code that was used to make it function.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will apply different methods of using devices to create a new outcome.</li> </ul>	
A, T, M	<ul style="list-style-type: none"> <li>● The students will use Arduino Uno kits and materials to make projects for each unit based on what is currently called a Starter Kit and project book. Which also comes with different language options.</li> </ul>	

	<p><u>Resources</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b>  <b>CSTA K-12 Computer Science Standards</b></p> <p>2-CS-01 Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.</p> <p>2-AP-10 Use flowcharts and/or pseudocode to address complex problems as algorithms</p> <p>2-AP-11 Create clearly named variables that represent different data types and perform operations on their values</p> <p>2-AP-13 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.</p> <p>Use logical and reasoning skills to solve problems in school and real-life.</p> <p>Consider implications of personal and professional decisions involving technology and personal data.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Teamwork and communication is key to problem solving and seeing other ideas.</li> <li>● Digital input devices use code that makes it run.</li> <li>● Color codes can be used to make different hues.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does a person's influence on the outside world change things?</li> <li>● How building positive relationships with others makes you stronger?</li> <li>● How does creativity and art come from the most unlikely places?</li> </ul>

<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Hardware components of a system (transistor, resistor, capacitor, ect.) have names and specific jobs.</li> <li>● Use a flow chart to organize data.</li> <li>● Create variable names for projects that will help make the coding easier.</li> <li>● The different ways to get images on an LCD screen.</li> <li>● Libraries in a coding environment can make new projects faster.</li> <li>● Code that runs some of the objects in everyday life contains loops.</li> <li>● Reusing code to make a new device is appropriate in certain instances.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Testing devices to see what needs to be fixed and or changed.</li> <li>● Writing and editing code with that can make tones.</li> <li>● Connecting a LCD screen to source.</li> <li>● Creating a touch sensor.</li> <li>● Coding Arrays to make different results.</li> <li>● Working with iteration in code.</li> <li>● Making comments in code for reference later.</li> <li>● Talking with members of their team.</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Students in a group for a unit will make a digital portfolio for the group. Each student in the group will have a role that will add items to that portfolio. The secretary will add notes on what they are working on in each class. The coder will need to write and edit the code for the project. The builder will put all the components together for each project. The presenter will act like the manager of the steps being done and also work on making sure the slides with all the information for the project is organized. Students will get points for doing their part of the project and being a team member.</p> <p>Students will be evaluated according to a rubric incorporating the following elements:</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge- Students will build a portfolio of inventions with a team that expand on the lessons that were learned in class.</p> <p>Role for student- Secretary, coder, builder, or presenter. Changing for each invention.</p> <p>Audience for students work- Fellow classmates.</p> <p>Situational- Students are to take the lesson/lessons that they have learned and expand on it with new ideas.</p> <p>Products and performances generated by students- For each of the products the students will start with a group product where they had assigned roles and then continue those roles in the extension of that product using technology and coding that they have learned.</p>
M, T	<ul style="list-style-type: none"> <li>● Recommending improvements to the design after they see how other students use it.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>● Using a flowchart or pseudocode to address complex problems as algorithms before coding.</li> </ul>	Standards/criteria for judging success: According to Rubric
M, T	<ul style="list-style-type: none"> <li>● Clearly named variables that represent different data types and perform operations on the values.</li> </ul>	
M, T	<ul style="list-style-type: none"> <li>● Illustrating the thought process that correlates with problem solving with design, implementation and review of programs.</li> </ul> <p>5 projects will be in the portfolio for each unit and will be shared after each part so students can grow and learn.</p>	

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>● Leveled assignments are offered for students who need remediation or more challenge.</li><li>● Individual and Collaborative Creative Tasks (detailed above)</li><li>● Summative assessments (quizzes, unit tests)</li></ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● Check for prerequisite and prior knowledge via daily warm-up QOTD and questioning activities</li> <li>● Teacher front-loads students with necessary vocabulary via guided questions and checks for understanding when introducing the topic.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
M	<ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual examples of concepts as well as important vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Question of the Day and interactive questions embedded in slides.</li> </ul>
A	<ul style="list-style-type: none"> <li>● Student completion of a graphic organizer and builds that summarizes characteristics of a build..</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive notes and checkpoints on topics</li> <li>● Interactive questioning competitions such as Kahoot or Quizlet</li> </ul>
T	<ul style="list-style-type: none"> <li>● Student completion of the expanded projects that applied what they learned from the base lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring class work through board work, group work, questioning, and circulation</li> </ul>
A, T	<ul style="list-style-type: none"> <li>● Student demonstration of the different builds that were made for other groups to see.</li> </ul>	<ul style="list-style-type: none"> <li>● Check for understanding of the results of code and physical items with a quiz.</li> </ul>
A, T	<ul style="list-style-type: none"> <li>● Students pair/group to discuss and correct completed work.</li> </ul>	<ul style="list-style-type: none"> <li>● Check for understanding with responses to exit tickets</li> </ul>
T, M	<ul style="list-style-type: none"> <li>● Students will use precise computing vocabulary in context.</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate through purposeful or flexible grouping, pair programming if needed and/or use of visuals/manipulatives.</li> </ul>
T, M	<ul style="list-style-type: none"> <li>● Students will be able to identify each part using images and objects to describe the job of each.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will be able to recommend improvements to design of computing devices based on interactions of users.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will be able to read a flow chart or pseudo code to see what is the plan for the program.</li> </ul>	
M	<ul style="list-style-type: none"> <li>● Students will be able to identify the variables that are being used in a code and apply them to operations.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will correct analysis of the output/input of a given device and the code that was used to make it function.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will apply different methods of using devices to create a new outcome.</li> </ul>	
T	<ul style="list-style-type: none"> <li>● Students will be able to identify problems and use that information to facilitate design, implementation, and review of programs.</li> </ul>	
A, T, M	<ul style="list-style-type: none"> <li>● The students will use Arduino Uno kits and materials to make projects for each unit based on what is currently called a Starter Kit and project book. Which also comes with different language options.</li> </ul>	



	<p><u>Resources</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Communication Arts I

March 2024



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## New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Communication Arts

### Seven

Communication Arts is a year-long course preparing students for the presentation of their thinking, ideas, and solutions using dialogue and conversation. Students will learn how to properly communicate with each other when they are in a classroom or other formal settings. The use of multiple mediums including, images, video shorts, podcasts, blogs, and more, will support students' understanding of how to grow their ideas and thinking using discussion. Students will continue to enhance their speaking skills by increasing and developing their vocabulary. The use of appropriate words and phrases will be a focus as students present their ideas and thinking around images and videos. Listening skills will also be emphasized and embedded into the course. Students will learn what and how to listen for key pieces of information to support their ideas, thinking, and claims. Students will learn how to use tools, including graphic organizers to plan, organize, and evaluate their ideas and claims. These tools will support students as they begin to present to and in front of their peers.

## Pacing Guide

Unit	Title	Number of sessions
1	The Art of Conversation (pages 3-8)	19 class periods (1st quarter)
2	Using Imagery to Create Conversation and Meaning (pages 9 - 16)	22 class periods (2nd quarter)
3	Mapping Out and Organizing Our Thinking for Communicating	22 class periods
4	Culminating Project	24 class sessions

<p><b>ESTABLISHED GOALS</b> Speaking and Listening SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Language: L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Communicate ideas using expressive language.</li> <li>2. Notice and question ideas presented during conversations.</li> <li>3. Evaluate and apply grade-appropriate and domain-specific words when speaking.</li> <li>4. Engage as a listener during a conversation with peer(s) to build meaning/comprehension.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> Students will understand:</p> <ul style="list-style-type: none"> <li>● academic language and social language.</li> <li>● speaking and listening as it relates to communication.</li> <li>● the facets of speaking and listening for identified purposes.</li> <li>● the purpose of noticing when listening to others.</li> <li>● the purpose of developing questions to clarify and comprehend.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> Students will keep considering:</p> <ul style="list-style-type: none"> <li>- How do I communicate?</li> <li>- Why do the words I use matter?</li> </ul>
<i>Acquisition</i>		
<p><u><i>Students will know...</i></u></p> <ol style="list-style-type: none"> <li>1. routines and structures to participate in different types of talk and discussions.</li> <li>2. partner or small group talk.</li> <li>3. listening to a partner or small group.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Communicating with and amongst their peers.</li> <li>2. Noticing and questioning to analyze evidence and build dialogue with peers.</li> <li>3. Collecting and defining tier two and three words.</li> </ol>	



	<ol style="list-style-type: none"> <li>4. the definition and purpose of academic and social language.</li> <li>5. similarities and differences in communication.</li> <li>6. building resources and tools for academic language and vocabulary.</li> <li>7. differences in the levels of questioning.</li> <li>8. differences between tier one, two, and three vocabularies.</li> <li>9. identify and apply new tier two and three words.</li> </ol>	<p>(academic language)</p> <ol style="list-style-type: none"> <li>4. Using academic versus social language when speaking.</li> </ol>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T	Spoken responses are clear and questions are answered in complete sentences.	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they understand the evidence of...</i>                      actively engaging in listening and speaking to a partner or small group using appropriate vocabulary and language.</p> <p>The classroom teacher can determine if students will discuss in a small group or partnerships. The classroom teacher and students can determine what job students will interview for before starting. Teachers will create a scoring rubric and share with students the criteria for success.</p> <p>Students will be interviewing each other for a job at _____.</p> <p>The interviewee will be asked questions by the interviewer. Partners will take turns being the interviewer and interviewee.                      The teacher and students will co-create a bank of questions for students to choose from to ask each other. Each student can choose questions on their own. Partnerships do not need to have the same questions.</p> <p>During the interview, the interviewer will ask questions and the interviewee will respond. The teacher will assess body language and students' oral responses. The teacher will also assess how the interviewer is speaking and communicating with the interviewee. Students do not have to write responses/answer the questions.</p> <p>Students can use:                      sentence starters                      sentence frames                      vocabulary and words for success                      Rubric for scoring</p>
	Spoken responses are clear and use appropriate vocabulary.	
A, M, T	Questions are relative to the topic. Use of questioning for clarification.	
M, T	Students will provide and receive feedback from their peers. Feedback is clear and maintains a positive message.	
A, M, T	Students will use correct body language when speaking and listening to their peer(s).  See: <a href="#">Peer feedback</a> rubric	
M, T	Teacher created rubric	

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><a href="#">Peer feedback</a> Exit tickets - one new strategy I learned and used today is.... Teacher observations and notes (Listening and noting student use of strategies) noticing and wonderings - T-chart student sticky notes/jots KWL(H) Anchor charts</p> <p><a href="#">Four Ls of Productive Partnering</a></p>
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Pre-Assessment		
Code	Pre-Assessment	
	Students will write a short response to the following: Describe the word communication and how we use speaking and listening in the classroom.	
A, M, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <i>*Note: unit one is set up to establish routines and structures and community building. Daily practice of each newly built routine is recommended. Teachers and students should reflect on their practices defining what went well and what are the next steps. Revisions to guidelines/norms can also be made as students and teachers practice.</i></p> <p>Discuss and produce a KWHL on what students know about communication. Identify the four domains of communication, listening, speaking, reading, and writing. Explain the focus of the course is on speaking and listening. The teacher can also use noticing strategies to identify characteristics of communication.</p> <ul style="list-style-type: none"> <li>● identify components or different ways we communicate or speak. (body language, sign language, facial expressions, etc.)</li> <li>● identify components or characteristics of listening. (eye contact, facing a person, how we sit, and stand, what we do with our hands, feet, etc.)</li> <li>● identify characteristics of speaking in the classroom noting the volume of our voice, incorporating community-building language and vocabulary.</li> <li>● what and how we use speaking and listening during our day, in and out of school.</li> <li>● What do you notice? What do you see? What do you hear?</li> <li>● As students are participating, they can use a <a href="#">T-chart to jot down</a> their ideas.</li> </ul>	<p>Progress Monitoring</p> <p>KWHL/KWL or other graphic organizers class anchor charts Student independent practice Entrance and exit tickets Rubrics and checklists Teacher observations and notes Student reflections Teacher reflections notebooks or journals <a href="#">T-chart jots for students</a> - Notice and Wonder</p>
A, M, T	Identify, model, and practice with students the characteristics of Productive Group Work and Partnerships. Use the characteristics to model and co-create norms and guidelines for think-aloud, turn and talk, and think-pair-share.	

<p>A, M, T</p> <p>A, M</p>	<p>Collaborate to create an anchor chart or visible list of classroom norms/guidelines for participation in these groups.</p> <p>Positive Interdependence - requires participation and contribution from all members.</p> <ol style="list-style-type: none"> <li>1. Face-to-face interaction - the personal connection between students. Communicators need face-to-face interactions to communicate.</li> <li>2. Individual and Group Accountability: Every member needs to be held individually accountable.</li> <li>3. Interpersonal and Small-Group Skills: Establish rules of engagement. Suggestions for rules are: <ol style="list-style-type: none"> <li>a. Listen as an ally.</li> <li>b. There is value in every voice.</li> <li>c. If you disagree, try to solve it together.</li> <li>d. If you can't resolve it, talk to another group member or your teacher.</li> </ol> </li> <li>4. Group Processing - students need time to discuss what they have accomplished and what they can do next. Add time in at the end of each class for students to regroup and discuss what they did.</li> </ol> <p>Increase awareness and independence when working, speaking, and listening to a partner or in a small group using the <a href="#">Four Ls of Productive Partnering</a>.</p> <p>Compare and contrast Social Language versus Academic Language using a T-Chart or Venn Diagram.</p> <ul style="list-style-type: none"> <li>● use video clips to demonstrate and compare the use of academic language (language we use when we speak about topics in a classroom) versus social language (language we use when we are with our friends.) <a href="#">Academic Language Video</a></li> <li>● Social language - discussions we have at lunch, recess, after-school events, etc. The teacher and students can role-play, highlighting words used in their social conversations versus words used in the video.</li> </ul> <p>Discuss and determine how we use vocabulary when speaking and</p>	
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A, M	<p>listening.</p> <p>Define Tier One words, Tier Two Vocabulary, and Tier Three Vocabulary. Identify when we use words from each of the lists.</p> <ul style="list-style-type: none"> <li>● notice the differences across the list of words.</li> <li>● decide when we use the words.</li> </ul>	
A, M, T	<p>Define and establish a blank classroom word wall. Explain the word wall is built with students and is interactive.</p> <p>Determine and clarify to students what words may or may not appear on the word wall. Practice by adding one or two words to the word wall. See the list of words below in the resources.</p> <p>*It is recommended the teacher choose no more than 4 to 8 new words each week for students to use and practice. The teacher should notice if and how students are using the words during student interactions and conversations.</p>	
A, M, T	<p>*Note: The classroom teacher can decide on the content to use to promote questioning. Because this is not a reading or writing class, the classroom teacher can use content and mediums that are accessible to all students. Recommendations are the use of pictures, art, video shorts, clips of podcasts, and(or) short read-alouds by the classroom teacher. Also, see the Teacher Resources listed below.</p>	
A, M, T	<p>Identify and list what and how we use questioning to understand.</p> <p>Explore questioning as a tool for communication.</p> <p>Identify and create a class anchor chart determining why we ask questions.</p>	
A, M, T	<p>Co-create examples of questions for students to use when speaking.</p> <p>Determine and list ways to ask a speaker question(s).</p> <p>Students practice in small groups and partnerships asking and responding to questions.</p>	
A, M	<p>Identify and explicitly teach questioning strategies -</p> <ul style="list-style-type: none"> <li>● 5 Ws and How</li> <li>● Identify different types of questions (literal vs. inferential).</li> <li>● Constructing questions when listening to a partner.</li> </ul> <p>The teacher will model/demonstrate what and how to use each of the above strategies. The teacher can role-play while students fishbowl (watch) and offer feedback on how a strategy is being used.</p>	

<p>M, T</p>	<p>Students will independently apply one or more of the strategies. Students can use content-specific visuals/pictures or video-shorts to use for questioning. The use of a teacher-created rubric and checklist for students is recommended. The classroom teacher can create a rubric and checklist. Students can reflect and develop their own goals using the rubric or checklists.</p> <p><u>Resources for starting discussions:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="#">Talk Moves - teacher video for teaching talk</a> Scholastic Scope Magazine <a href="#">Notice and Wonder T-Chart</a></p> <p>Video Shorts: <a href="#">The Pencil's Tale</a> <a href="#">Birds on a Wire</a> <a href="#">Kid President How to Change the World</a></p> <p>Word Lists and Tier Vocabulary <a href="#">Tier One and Tier Two Words Marzano's List</a> <a href="#">Ogden's 850 Words List</a> <a href="#">The First 4,000 Words List</a></p> <p><b>Word suggestions for unit one:</b> notice, wonder, question, model, partner(s), small groups, agree, disagree, communicate, communication, talk, conversation, discourse, discuss, discussion, vocabulary, phrase(s), accountability, accountable talk, think-aloud, partnerships, co-create, revise, revision, reflection, reflecting, peer(s), social, academic, language, tier, listen, listening</p>	
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**\*Note:** The teachers can use the suggested list above to create an interactive word wall. Students can also create their personalized word wall in a notebook, journal, folder, or digitally. The words and word lists are for students to use when speaking. Students will learn the meaning of new words through their use during conversation or oral language.

**Sentence Stems & Sentence Frames**

I can see why you think that...and...

I agree with you...but...

I disagree with you because...

I notice (the text) has...

I am noticing you are saying...

I am wondering why...

I wonder how...

Did you agree with \_\_\_\_\_?

Do you disagree with \_\_\_\_\_?

The teacher will determine what tier vocabulary and sentence stems students will use during their interviews. The vocabulary used in the interview will reflect the vocabulary students were introduced to throughout unit one.

*Academic language refers to words and phrases used in a classroom/disciplinary setting. Academic language is also referred to as tier 1, 2, and tier 3 vocabulary and is most commonly found in a school or professional setting versus a party or social setting.*

Students will interview a partner for a job. (Jobs will be determined by the classroom teacher and students before interviews take place.) Students and teachers will decide on words key vocabulary and sentence stems to support appropriate vocabulary and language during the interview.

Roles - interviewer and interviewee (students will take turns).

Questions - can be created and listed before the interview by individual students, partnerships, small groups, and/or whole class. Students will use vocabulary and sentence stems provided by the classroom teacher.

Note: The teacher can determine if students will have access to and pick questions from a question bank OR if students will create questions on their own.



	<p>Interviewer - will ask the interviewee a list of questions. The interviewee will respond with answers using appropriate sentences and vocabulary. Body language including - eye contact, speaking clearly, etc.</p> <p>The interviewee will have a chance to ask questions before finishing the interview.</p> <p>Partners switch roles.</p> <p>Students can use sentence stems to respond to questions. Students can write down or jot down their peer's responses to questions. Scoring will be based on oral responses.</p>	
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<p><b>ESTABLISHED GOALS</b> Speaking and Listening SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Language: L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Use conversation (dialogue) to deepen their understanding and broaden their perspectives using visuals.</li> <li>2. Promote, reflect, and revise idea(s) using evidence from a picture or video(s).</li> <li>3. Compare and contrast visuals and evidence to develop perspectives with their peers.</li> <li>4. Apply appropriate vocabulary and grammar when speaking with their peers.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> Students will understand:</p> <ul style="list-style-type: none"> <li>● storytelling and the use of images and visuals.</li> <li>● evidence and the use of questions to support and speak to an idea.</li> <li>● comparing and contrasting visuals and videos to plan and organize their thinking.</li> <li>● narrative story elements.</li> <li>● perspective and point of view.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How do different text types inspire conversations and storytelling?</li> <li>2. How do texts spark debate and discussion?</li> </ol>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. definition of evidence when working with visuals and videos.</li> <li>2. tier two and three vocabulary words that apply to images and videos.</li> <li>3. close reading of images and video shorts.</li> <li>4. similarities and differences of images to other images of a related/same topic.</li> <li>5. discussion/discourse with a partner or small</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Developing an idea across an image/medium.</li> <li>2. Identifying and explaining specific evidence that best illustrates their idea(s).</li> <li>3. Comparing and contrasting evidence and ideas using oral communication.</li> <li>4. Identifying elements of a text (across a variety of mediums, including, video, audio, and images) to develop and speak to ideas and claims.</li> </ol>	

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|  | <p>group.</p> <ol style="list-style-type: none"><li>6. narrative story elements and storytelling.</li><li>7. perspective and point of view when using visuals and video.</li></ol> |  |
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Code	Evaluative Criteria	Assessment Evidence
A, M, T	Students state a well-developed claim that is relevant to the picture’s message.	PERFORMANCE TASK(S): <i>Students will show that they understand the evidence of...</i> use of visuals and questioning to produce a presentation of ideas, claims, and/or a story, along with evidence and reasoning.
M, T	Students cite and organize several pieces of specific and relevant evidence from the picture(s) to support their claim.	The teacher will decide on the use of a picture or visual to use for the performance task. The teacher will determine if students will present their thinking to:
	The oral presentation uses a formal tone and contains sophisticated language that is precise and engaging.	<ol style="list-style-type: none"> <li>1. a partner.</li> <li>2. in a small group.</li> <li>3. the whole class in a partnership or small group.</li> </ol>
A, M, T	The presentation uses tier 2 and tier 3 vocabulary.	Students will use pictures/visuals to present their ideas regarding the meaning/message the two images are sending.
M, T	Students present using grammatically correct sentences and questions.	<ul style="list-style-type: none"> <li>● Students will create specific questions to help analyze the images.</li> </ul>
M, T		<ul style="list-style-type: none"> <li>● Students will compare and contrast the images, using specific vocabulary. Students will identify key story elements from the pictures, including setting, characters, conflict, problems, and more.</li> </ul>
M, T		<ul style="list-style-type: none"> <li>● Students will determine a theme or message using the images and present their thinking to their peers.</li> </ul>
A, M, T		Audience members will ask questions and offer feedback to their peers using tier 2 and 3 vocabulary and appropriate questioning.

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><a href="#">Peer feedback</a> Peer Survey Exit tickets - one new strategy I learned and used today is.... Teacher observations and notes (Listening and noting student use of strategies) Teacher Notes rubrics checklists graphic organizers notebooks/journals</p>
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Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	<p><a href="#">Interpreting Visual Imagery</a></p> <p>Teachers will determine the image before the assessment.</p> <p>What is happening in this image and why do you think that? Write a short explanation. Make sure you:</p> <ul style="list-style-type: none"> <li>- Study the cartoon and consider its message.</li> <li>- Write a claim stating the message.</li> <li>- Cite pieces of evidence from the cartoon to support your claim.</li> <li>- Discuss the examples as they pertain to the thesis.</li> </ul>	
<p>A, M, T</p> <p>A, M, T</p> <p>A, M</p> <p>A, M, T</p> <p>M, T</p> <p>A, M</p> <p>M, T</p> <p>M, T</p> <p>A, M, T</p> <p>A, M, T</p> <p>A, M, T</p> <p>A, M, T</p>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Inquiry-based discussion - can images tell a story?</p> <ul style="list-style-type: none"> <li>● use a variety of images from books, museums, calendars, etc. to discuss different images.</li> <li>● use images to create a class anchor chart jotting student ideas down.</li> </ul> <p>Discuss and define the story elements images portray. Use the elements to model storytelling. Create a list of vocabulary words the picture portrays. Demonstrate using the words to tell the story.</p> <p><b>Shared-Writing using a class chart:</b></p> <ul style="list-style-type: none"> <li>● jot (note taking) the use of specific details (words) elicited from images. Use words to orally tell a story. Highlight tier two or three vocabulary words used when speaking.</li> </ul> <p>Create oral storytelling through the use of images.</p> <ul style="list-style-type: none"> <li>● Define tone and mood (use of color and facial expressions) to support growing ideas about an image(s). Identify how tone and mood can add to the story an image is creating.</li> <li>● define and gather specific vocabulary to express and identify physical descriptions.</li> <li>● infer character traits - creating judgment</li> <li>● images to create and describe the setting.</li> <li>● describe objects/symbols.</li> </ul> <p>Compare and Contrast images and video-shorts using graphic organizers</p>	<p>Progress Monitoring</p> <p>entrance and exit tickets</p> <p>marking up/jots on images</p> <p>graphic organizers and thinking maps</p> <p>student reflections</p> <p>teacher/student generated checklists and rubrics</p> <p>teacher notes</p> <p>1:1 conferences/small groups</p>

A, M, T	and dialogue. Analyze visuals and/or video shorts that represent a similar theme, perspective, and/or point of view.	
A, M, T	Compare and contrast: 1. Texts (picture books/ wordless picture books) 2. Images, paintings, art 3. Video	
A, M, T	Create class anchor charts sharing ideas on determining claims centering around the theme, point of view, and/or perspective. Identify tier two and three vocabulary words students will use in their discussions.	
A, M	Model compare and contrast skills using graphic organizers. Compare and contrast using two images or an image and a video short with similar themes or ideas. Create an opportunity for students to share what they notice about the images that are the same and different. Students can build their graphic organizers during this practice. Determine words and phrases that are important to the pictures and their messages. Add words to the word wall and the student's personal word wall.	
A, M, T	Analyze additional video shorts and images to initiate and develop claims and evidence based on students' noticings. Students should be listening and questioning ideas and claims. Students evaluate their peers' claims and each determines the next steps, including revisions of thinking, evidence, and claims. The teacher will coach into conversations and offer feedback. <b>Note:</b> Feedback will be based on content, images, videos, and vocabulary picked by the teacher and students.  <u>Teacher Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.	

[Teaching Talk: A Practical Guide to...](#)by Kara Pranicoff  
[Teaching Argument Writing: Grades 6-12](#) by G. Hillocks, Jr.  
[Differentiated Literacy Strategies for English Language Learners: Grades K-6](#), by G. Gregory and A. Burkman

[Chris Van Allsburg books - multiple student copies of different titles](#)  
[Surreal Art - Peggy Guggenheim Collection](#)  
[Library of Congress](#)

[The Man Who Flew into Space from his Apartment](#)  
[Crossing Delaware](#)

[The Lost Thing](#) by S. Tan  
[The Lost Thing \(Video Short\)](#) (15 minutes)

[The Voluptuary Under the Horrors of Digestion](#)  
(see page 49 - 66...*Teaching Argument Writing*)  
*Simple Arguments of Policy - chapter 3 Teaching Argument Writing page 67 - 97)*

Graphic organizers: [Compare and Contrast](#)  
Concept Maps - [University of North Carolina at Chapel Hill: Learning Center](#)

Word Lists and Tier Vocabulary  
[Tier One and Tier Two Words Marzano's List](#)  
[Ogden's 850 Words List](#)  
[The First 4,000 Words List](#)

**Suggested Vocabulary/Word Wall**

emotion, opinion, fact, judgment, opinion, evidence, establish, eliminate, practices, affect, effect, inquiry, conclusions, sources, collect, interpret, claim, explanation, sequential, art, storyteller, compare, contrast, theme, perspective, point of view



<p><b>ESTABLISHED GOALS</b> Speaking and Listening SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Language: L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Listen with purpose and intention.</li> <li>2. Apply appropriate vocabulary when speaking about a presentation or speech.</li> <li>3. Determine and apply organizational tools to validate listening comprehension.</li> <li>4. Collaborate with peers using specific words to express ideas and thinking.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> Students will understand:</p> <ul style="list-style-type: none"> <li>● author's purpose (perspective/point of view) when listening to different presentations.</li> <li>● a speaker's tone and word choice.</li> <li>● the impact and meaning of an author's speech/speaking.</li> <li>● planning, organizing, and monitoring.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. What can I gain from listening with purpose?</li> <li>2. Why is planning, organizing, and monitoring my thinking important?</li> </ol>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. close listening/reading.</li> <li>2. the author's purpose when listening to a speech or presentation.</li> <li>3. the speaker's perspective when listening.</li> <li>4. a speaker's point of view when listening.</li> <li>5. audience and its purpose.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Listening, gathering, and organizing important information from oral discourse.</li> <li>● Identifying an author's purpose, perspective, and point of view (if necessary).</li> <li>● Using specific language to create purpose and meaning for a specific audience.</li> </ul>	

Code	Evaluative Criteria	Assessment Evidence
A, M, T	Spoken responses are clear and questions are answered in complete sentences.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they understand the evidence of... close listening and the organization of information gathered, to think, analyze, and synthesize learning.</i></p> <p><a href="#"><u>Mock Trial - American Bar Association</u></a></p> <p><a href="#"><u>Mock Trial</u></a></p> <p>Students will demonstrate their listening and speaking skills by performing in a mock trial.</p> <ol style="list-style-type: none"> <li>1. Students will be assigned different roles including, lawyers, judges, witnesses, plaintiffs, stenographers, detectives, etc.</li> <li>2. Students will work collaboratively (in small groups to decide and gather information).</li> <li>3. Students will use evidence supplied in different mediums (visuals, listening, reading) to support their ideas/claims.</li> <li>4. Students will use graphic organizers of choice to document their thinking.</li> <li>5. Students will organize the information they gathered to fit each of their roles.</li> <li>6. Students will present their cases to a jury of peers.</li> <li>7. Peers will decide on the verdict.</li> </ol> <p>The teachers and students can create a rubric and checklist based on the criteria listed above.</p> <p>*Note - the teacher can decide on small groups and how to share information with each class.</p>
A, M	The evidence stated is clear and is related to the topic or claim.	
A, M, T	Use of vocabulary representative of the student's role. Stated facts using evidence. Conclusion based on factual evidence.	
A, M, T	Questions are relative to the topic. Use of questioning for clarification.	
A, M, T	Students will provide and receive feedback from their peers. Feedback is clear and maintains a positive message.	
A, M, T	Students will use correct body language when speaking and listening to their peers.	
M, T	Teacher created rubric Jury's notes and verdict	
T		
A, M, T		

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><a href="#">Peer feedback</a></p> <p>Exit tickets - One new strategy I learned and used today is....</p> <p>Strategies I am applying to my work today are...</p> <p>Teacher observations and notes (Listening and noting student use of strategies)</p> <p>Gallery Walks and leave-behinds (sticky notes with student feedback)</p> <p>noticing and wonderings - T-chart created by students</p> <p>student sticky notes/jots</p> <p>Teacher created rubric using: <a href="#">Four Ls of Productive Partnering</a></p>
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Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	Students will listen to a brief podcast and answer a series of questions created by the classroom teacher. Students will only have a written copy of the questions. A transcript will not be provided.	
<p>A, M A, M A, M</p> <p>A, M, T A, M, T</p> <p>A, M, T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Identify the purpose of close reading and listening. Provide podcasts and short speeches and determine:</p> <ol style="list-style-type: none"> <li>1. what am I listening to?</li> <li>2. If I am answering questions - how do I confidently answer the questions without a text?</li> <li>3. how do I gather specific information</li> </ol> <p>Model listening to a recorded audio text, speech, or presentation three times. Discuss and practice determining the gist of the audio. Discuss and practice listening with purpose - using the questions to find answers.</p> <p>The classroom teacher can decide on using one or more of the following strategies. The classroom teacher will model/demonstrate how to use the strategy(ies) first, allow for students to apply the strategy through guided practice, and finally have students apply the strategy(ies) in small groups, partnerships, or independently.</p> <p><b>Other possible strategies to model and practice when listening to audio (including speeches and presentations) are:</b></p> <ul style="list-style-type: none"> <li>● The 5 Ws to organize and summarize.</li> <li>● Listen and identify mood, tone, and pacing.</li> <li>● Collect words and phrases to determine the author's purpose.</li> <li>● Collect words and phrases to determine perspective.</li> </ul> <p><b>Note:</b> The teacher can model how to jot or take quick notes when listening to an audio version of a text, speech, or presentation. Students can practice jots and note-taking independently, in partnerships, or in small groups. Students can utilize graphic organizers when appropriate.</p>	<p>Progress Monitoring</p> <p><a href="#">Formative Assessment - Questions to ask students to elicit feedback</a></p> <p><a href="#">Peer feedback</a>, Peer Survey</p> <p>Concept Map/Data Gathering</p> <p>Entrance and Exit Ticket</p> <p>Student artifacts - graphic organizers, sticky notes, journals</p> <p>Student created graphic organizers</p> <p>1:1 conferences - teacher notes</p> <p>small group conferring - teacher notes</p> <p>teacher and student created charts</p> <p>use of strategy(ies) - jots, graphic organizers, student notebooks/journals</p>

<p>A, M, T</p>	<p>The teacher will offer feedback on notes and the use of tools to gather information and answer questions.</p> <p>Compare and contrast audio, use of short written text and visuals to determine a claim or idea. Students will use multiple mediums to build a story, theory, or claim. Formulate a claim using evidence from a visual, text, or audio. Students gather and organize evidence and reasoning. Demonstrate how to gather evidence and organize thinking using the graphic organizers listed below.</p> <p><b>*Note:</b> The teacher will model using a variety of graphic organizers. Students will determine what and when to use specific graphic organizers independently.</p> <p>Recommended graphic organizer for teachers to model/demonstrate using audio and other mediums, including, illustrations, video-shorts, and short texts. The classroom teacher and students will share in listening to audio and reviewing the texts. The classroom teacher will model how to apply one or more of the graphic organizers. Students will work with the teacher through guided practice and share in adding or revising the information in the chart. Finally, students will compare and contrast independently, with a partner, or in a small group.</p> <p><b>*Note:</b> Sharing - students will orally share their ideas and thinking.</p> <p><b>*Note:</b> The classroom teacher can decide on the content and material before each session. The classroom teacher will decide on which of the graphic organizers to use depending on each class.</p> <p>T-charts - compare and contrast</p> <ul style="list-style-type: none"> <li>● <a href="#">Venn Diagrams</a></li> <li>● <a href="#">Venn Diagram - Audience and Criteria</a></li> <li>● Sequence/Process - shows a series of steps</li> <li>● Chart/Matrix - displaying relationships vertically and horizontally</li> <li>● T-chart - grouping ideas into categories</li> <li>● <a href="#">KWL</a> or <a href="#">KWHL</a> - <ul style="list-style-type: none"> <li>○ What do I Know? Want to Know? What did I learn?</li> <li>○ What do I know? Want to Know? How I Learned about _____? What did I learn?</li> </ul> </li> <li>● Webs and networks - centralized idea linked to concepts and</li> </ul>	
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	<p>ideas</p> <p><u>Teacher Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Websites: <a href="#">Questions to Provoke Critical Thinking   Sheridan Center   Brown University</a></p> <p><a href="#">Concept Maps: University of North Carolina</a> <a href="#">Eight Key Listening Comprehension Skills</a> <a href="#">Four Effective Listening Strategies</a></p> <p>Unit Two Monitoring: Graphic organizers: <a href="#">Compare and Contrast</a>, other concept maps</p> <p><a href="#">Concept Maps: University of North Carolina</a> <a href="#">Eight Key Listening Comprehension Skills</a></p> <ul style="list-style-type: none"><li>• <a href="#">Four Effective Listening Strategies</a></li></ul> <p>SBA (Smarter Balance site): <a href="#">Smarter Balance Tools for Teachers</a> <a href="#">Smithsonian Magazine Teacher</a></p> <p><a href="#">Listen Up: Quality Reasoning Analysis</a> <a href="#">Listen Up: Teacher Copy</a> <a href="#">Listen Up: Student Copy</a></p> <p><a href="#">Listening for the 5 W's (SBA)</a></p> <p><a href="#">Listening: Native American Art</a></p>	
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	<p>Examples of Podcasts for Middle Schoolers: <a href="#">Smash Boom Best</a> <a href="#">How to Create a Podcast</a></p> <p>Notetaking: <a href="#">Graphic Organizer Menu</a> Plan, Monitor, and Evaluate Metacognitive skills - help learners think about their own learning explicitly. Youtube video - <a href="#">revisiting metacognition</a></p> <p><a href="#">Doodling Notes</a> - combining visual and linguistics <a href="#">Doodle Notes examples</a> <a href="#">Visual Note Taking - an introductory video</a> Resource for teacher and students - Canva <a href="#">Five Ways to teach Doodle Notes</a></p> <p><b>Tier 2 &amp; 3 Vocabulary:</b> perspective, researcher, research, topic, idea, main idea, cause and effect, compare and contrast, summary, summarize, determining importance, compassion, compassionate, empathy, mood, tone, body language, affect, effect, emotion, debate, converse, reflect, reflection, cite, citation, express, expression, decision, decide, a medium, audience</p>	
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<p><b>ESTABLISHED GOALS</b> Speaking and Listening SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p>Language: L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. increase awareness of how certain communication tools/mediums can be used.</li> <li>2. promote, reflect, and revise idea(s) when using a resource.</li> <li>3. apply listening and speaking strategies to create and present thinking.</li> </ol>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● To increase and engage in talk to build rigorous thinking.</li> <li>● To use talk with peers to reflect and revise our thinking.</li> <li>● To organize and apply learning to our speaking/presentation of ideas.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What communication platform do I use to express my thinking?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● theme and content.</li> <li>● scripting the content.</li> <li>● podcasts, blogs, and video-shorts.</li> <li>● The criteria and data necessary to grasp and hold onto their audience.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● creating visual and oral representations of their ideas.</li> <li>● applying speaking skills to articulate their ideas.</li> <li>● choosing the appropriate platform to express their ideas.</li> <li>● using questioning, planning, organization, and monitoring skills.</li> </ul>	



Code	Evaluative Criteria	Assessment Evidence
<p>A, M, T</p> <p>M, T</p> <p>M, T</p> <p>T</p> <p>T</p>	<p>Planning and research using graphic organizers.</p> <p>Collaboration with peers in small groups and partnerships.</p> <p>Communication of ideas and thinking using visuals and oral representation.</p> <p>Listening and providing feedback to peers.</p> <p>Questioning using specific evidence to provide feedback.</p> <p>The organization and sequencing of ideas and thinking are clearly defined.</p> <p>Use of perspective, audience, and voice.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>oral and visual representation of ideas, thinking, and/or problem-solving.</p> <p>The teacher and students can decide on topics before beginning their projects.</p> <p>Students will create a podcast, TedTalk, YouTube Short, or series of blog posts. Students will use the platform to share their ideas/thinking on something the student finds important.</p> <p>Students will create a script, and notes, or use a graphic organizer as a tool for creating their presentation.</p> <p>Students will answer why they found their platform of choice the best way to express their ideas.</p> <p>Students will present their projects to their peers/audience. Peers/audience will ask questions and provide feedback.</p> <p>Students will be scored using a teacher-created rubric. The rubric will be shared with students before the final project begins.</p> <p><i>The teacher may adjust the rubric annually and by each class.</i></p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p><a href="#">Peer feedback</a></p> <p>Exit tickets - one new strategy I learned and used today is....</p> <p>Strategies I am applying to my work today are...</p> <p>Teacher observations and notes (Listening and noting student use of strategies)</p> <p>Gallery Walks and leave-behinds (sticky notes with student feedback)</p> <p>noticing and wonderings - T-chart created by students</p> <p>student sticky notes/jots</p> <p>Student demonstration during independent practice:</p> <p><a href="#">Four Ls of Productive Partnering</a></p>
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Code		<i>Pre-Assessment</i>
		<p>Students will listen to a brief podcast and determine why the podcast was an appropriate way for the author to share their information. Students will watch a brief TEDX talk or video and determine why the video presentation was an appropriate way for the author to share their information.</p>
<p>A, M</p> <p>A, M, T</p> <p>A, M, T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teachers will define each platform and their purpose. Platforms will be viewed and questioned by students. Students will compare and contrast each of the platforms to gain insight into why they are used. The teachers and students will identify and determine:</p> <ol style="list-style-type: none"> <li>1. What are podcasts, TedX TALK videos, and blogs?</li> <li>2. How do we use them for communication?</li> <li>3. Identify purpose, perspective, and/or point of view when viewing, reading, or listening.</li> <li>4. Compare and contrast podcasts, TedX TALK videos, and blogs.</li> <li>5. Use graphic organizers to document similarities and differences.</li> <li>6. How are visuals used?</li> <li>7. How is text used?</li> </ol> <p>The teacher and students will identify and construct one of the three platforms from above. The teacher will present to students a rubric and checklist with identified success criteria.</p> <p>*Note: The classroom teachers will create a rubric and checklist before the beginning of the unit. Rubrics and checklists will be differentiated as needed for each class.</p> <p><u>Teacher Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Concept Maps - <a href="#">University of North Carolina at Chapel Hill: Learning</a></p>	<p>Progress Monitoring</p> <p><a href="#">co-created micro progression</a></p> <p><a href="#">Formative Assessment - Questions to ask students to elicit feedback</a></p> <p><a href="#">Peer feedback</a>, Peer Survey</p> <p>Concept Map/Data Gathering</p> <p>Entrance and Exit Ticket</p> <p>Student artifacts - graphic organizers, sticky notes, journals</p> <p>Student created graphic organizers</p> <p>1:1 conferences - teacher notes</p> <p>small group conferring - teacher notes</p> <p>teacher and student created charts</p>

[Center](#)

Suggested Vocabulary/Word Wall

inform, access, bias, bias-free, theme, podcaster, host, recurring, scripted, improvised, journalistic,

∨ [Types of podcasts](#)

[Enhanced podcasts](#)

[Fiction podcast](#)

[Podcast novels](#)

[Video podcasts](#)

[Live podcasts](#)

[Blog versus Podcast](#)

[How to make a podcast in Canva?](#)

[Why Choose Shorts?](#)

Plan That - [5 Reasons Why You Should Be Posting YouTube Shorts](#)

[Tedx](#) (Tedx Talk)

[Why Podcasts and not Youtube?](#)



NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Communication Arts II

April 2024

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Lisa Morlock

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.



## Communication Arts

### Eight

#### Course Overview

Communications Arts Two is a year-long course for students entering grade eight. The course teaches the art of argument using inquiry and problem-solving. Speaking and presenting to peers is the priority for delivering and displaying new learning during this course. Students will demonstrate their use of language and metacognitive skills to develop and apply arguments based on fact and judgment.

Students will use various literacy tools (mediums) to access and present information. Students will learn how to use technology responsibly to format, produce, and share simple to more complex arguments. Students will learn how to apply skills previously learned to their new learning centered around research, planning, and organizing.

Students will prepare to debate and present speeches but in less traditional ways. The use of multimedia formats in combination with 21st-century skills will offer a more relevant platform for students to present their learning. Time management and organization skills will be emphasized as students must prepare to present and discuss their ideas at any moment.

This course prepares students for argumentative writing, a topic near and dear to the Common Core and their High School English Classes.

## Pacing Guide

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

Unit Number	Title	Dates
<a href="#">One</a>	Argument versus Persuasion	August - October
<a href="#">Two</a>	Simple Arguments Facts and Judgment	October - December
<a href="#">Three</a>	Building an Argument: Solving Problems <u>WE</u> Care About	December - February
<a href="#">Four</a>	Independent Research - Solving Problems WE Care About	February - April
<a href="#">Five</a>	Research to Public Speaking	April - June

<p><b>ESTABLISHED GOALS</b> <b>Speaking and Listening</b></p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<b>Transfer</b>	
	<p><i>Students will independently be able to use their learning to:</i></p> <ol style="list-style-type: none"> <li>1. Define and determine the differences between argumentative and persuasive speaking.</li> <li>2. Use specific evidence to validate the thinking and ideas of self, peers, authors, and presenters.</li> <li>3. Develop and voice questions using ideas presented by peers, authors, and presenters.</li> <li>4. Use specific academic words (tier 2 and tier 3) when speaking and writing.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> Understandings: Students will understand:</p> <ul style="list-style-type: none"> <li>● categories and skills related to argument.</li> <li>● the difference between using facts and opinions during an argument.</li> <li>● the purpose of inquiry (questioning).</li> <li>● words and phrases to use when questioning arguments.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> Essential Questions: Students will keep considering:</p> <ul style="list-style-type: none"> <li>- When should I argue?</li> <li>- When should I persuade?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. definition of argument.</li> <li>2. Purpose of argument.</li> <li>3. definition of persuasion.</li> <li>4. purpose of persuasion.</li> <li>5. questioning and analyzing.</li> <li>6. facts, logic, opinions, and feeling.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. identifying arguments.</li> <li>2. identifying persuasion.</li> <li>3. comparing and contracting arguments to persuasion.</li> <li>4. identifying facts (logic) and opinions (feelings) using a variety of mediums (especially during a</li> </ol>	

<p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>Language</b>  <b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Writing</b>  <b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>*Disclaimer:</b> The Language, Reading, and Writing standards listed above are the “<b>POWER STANDARDS.</b>” Please refer to the CT Core Language, Reading, and Writing Standards for more information. The expectation is for students to meet the above standards by the end of an academic school year.</p>		<p>speech or speaking event.)</p> <p>5. listening and observing to cite evidence to solve the problem.</p>
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Spoken and written responses are clear and demonstrate an understanding of a simple argument.</p> <p>Spoken and written responses are clear and demonstrate an understanding of a persuasive piece.</p> <p>Students can write a simple argument and include facts from evidence without using opinion.</p> <p>Students brainstorm ideas.</p> <p>Students draft, conference, and revise their speaking and writing throughout the creative process.</p> <p>Students will provide and receive feedback from their peers.</p> <p>Students clearly articulate their final opinion and/or argument to their class/peers.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they understand the evidence of...</i></p> <ol style="list-style-type: none"> <li>1. <i>how to determine an argument versus persuasive speaking/writing.</i></li> </ol> <p>*Presentation rubric - to be developed by teachers.</p> <p>Topics will be considered and chosen by teachers and students.</p> <p>Students will work collaboratively to complete their performance tasks. <i>Groups of students may be pre-determined by the classroom teacher. Groups should consist of 3 to 5 students.</i></p> <ol style="list-style-type: none"> <li>1. Students will choose to create a short persuasive piece and present it to their peers.</li> <li>2. The persuasive piece will:             <ol style="list-style-type: none"> <li>a. start with speaking and writing ideas and thinking (scripting or use of graphic organizers to develop their persuasive text.</li> </ol> </li> <li>3. Students will incorporate tone, audience, and feeling into their desired presentation.             <ol style="list-style-type: none"> <li>a. Tone, consideration of audience, and feeling will be demonstrated in students' written documentation of planning.</li> <li>b. graphic organizers, scripts, jots, notes, doddle notes, etc..., will count as a written expression of ideas. (this will be determined by the classroom teacher and students in a shared and collaborative effort.)</li> </ol> </li> <li>4. Examples of short persuasive pieces are YouTube video shorts, interactive billboards, commercials, movie trailers, etc. (teacher and students can decide on appropriate choices based on class.)</li> <li>5. Students will use their scripts, notes, etc., to present their ideas to their peers.</li> <li>6. Presenters will present their persuasive piece and provide a brief description as to how their piece is persuasive and not an argument.</li> <li>7. Peer audience - will offer feedback during and after presentations. Teachers and students will decide before presentations how the audience will give feedback to the presenters. (options for audience to gather their ideas - note taking/graphic organizer, sticky note jots, rubric, a checklist, where students will express their thinking around how their</li> </ol>
A, M, T		
M, T	<p><a href="#">Peer feedback</a></p>	
M, T		
A, M, T		

M, T		peers created and demonstrated a persuasive piece and describe changes that could make it an argumentative piece.)
M, T		<p><b>Options/Suggested Alternatives to Presenting:</b></p> <p>8. <b>Option 2:</b> presenters, present their piece, describe why it is persuasive, then describe how to change it into an argument piece.</p> <p>9. <b>Option 3:</b> presenters present, and describe why it is persuasive and not argumentative, and the audience can share their thinking on how to change it to an argument.</p> <p>10. Use of a teacher and student-created rubric and checklist will be used for providing feedback and scoring. *Persuasive pieces are more accessible for students to develop using creative and 21st-century applications.</p>
A, M, T		<p>Possible content and topics for performance task and unit: Grade 8 ELA - Units of Study - Writing - Memoir, Reading - Dystopian Grade 8 SS - The Revolutionary War Era - US Constitution Grade 8 science or math</p>

		<p><b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i></p> <ol style="list-style-type: none"><li>1. collaborating with peers using key language and vocabulary to support the determination of an argument and persuasive piece.</li><li>2. graphic organizers and note-taking to display planning and thinking.</li><li>3. presentation of ideas and explanations for reasoning.</li><li>4. Classroom discussions; journal writing; letters; friendly banter/discussions between peers.</li></ol>
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<p><b>Code</b></p>	<p>Pre-Assessment:</p> <ol style="list-style-type: none"> <li>1. Using the video clips:             <ol style="list-style-type: none"> <li>a. Discuss with your group and decide - which video demonstrates persuasion and which video demonstrates argument.</li> <li>b. create a graphic organizer sharing your team’s thinking on how you determined which video was persuasive and which video was an argument. (each student will produce their graphic organizer based on their discussion with their group.)</li> </ol> </li> </ol> <p>*Video clips determined by classroom teacher based on each class and their instructional needs. Suggestions/samples are offered in the resources.</p>	
<p>A  A A, M  A, M  A, M, T  M, T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depend on...</i></p> <ol style="list-style-type: none"> <li>1. The teacher and students will discuss and produce a K-W-H-L on what students know about arguing.             <ol style="list-style-type: none"> <li>a. The teacher can elicit from students:</li> <li>b. current and past arguments as models/mentors.</li> <li>c. identify who they may know who argues for a living/career.</li> <li>d. how students and people view arguing.</li> </ol> </li> <li>2. The teacher and students will co-create and discuss a K-W-H-L on what students know about persuasion.</li> <li>3. The teacher and students will compare and contrast persuasive speaking and writing to argumentative speaking and writing, using their shared charts to promote curiosity and thinking.</li> <li>4. The teacher will use an inquiry model to support students in identifying characteristics of persuasive writing and speaking.             <ol style="list-style-type: none"> <li>a. Other resources the teacher can use to support student learning - Use video and written texts as mentors to model clear examples.</li> </ol> </li> <li>5. Teacher will directly instruct on how to determine and define facts and opinions when:             <ol style="list-style-type: none"> <li>a. defining persuasive speaking and writing.</li> <li>b. defining argumentative speaking and writing.</li> <li>c. Students will practice identifying facts and opinions using different mediums - including video and texts.</li> </ol> </li> </ol>	<p>Progress Monitoring</p> <ol style="list-style-type: none"> <li>1. Student copy of K-W-H-L</li> <li>2. teacher anecdotal notes from             <ol style="list-style-type: none"> <li>a. small group work/discussions</li> <li>b. 1:1 conferencing</li> </ol> </li> <li>3. student-created graphic organizers             <ol style="list-style-type: none"> <li>a. Venn diagrams</li> <li>b. t-charts</li> <li>c. sticky notes and jots</li> </ol> </li> <li>4. Teacher created rubric(s)</li> <li>5. Student-created checklist(s)</li> <li>6. Student - Goal setting and reflection sheet(s)</li> <li>7. Journal writing</li> <li>8. Letters/emails</li> <li>9. friendly banter/discussions between peers.</li> </ol>



A, M		
A, M		
T	<p>6. Teacher and students will co-create shared models of determining perspective versus point of view - determine how authors and presenters can influence others. Using mentor videos, speeches, podcasts, YouTube videos, and shorts, students will define how a person is using perspective or point of view to deliver an argument or persuade their audience. Students can use appropriate graphic organizers, sketch, label, etc. when identifying and comparing.</p>	
T	<p>7. Inquiry - students will discover through Compare and Contrast and questioning how Point of view versus perspective - which one do we use to argue, and which one do we use to persuade?</p> <p>8. Students can view and report in small groups: Seeing point of view and perspective in action - analyzing video clips to see when the speaker is displaying a point of view or perspective. The teacher and students can create an anchor chart identifying words and phrases students use.</p> <p>9. The teacher will define evidence and problem - arguments begin with data. Persuasive pieces begin with a story and opinion.</p> <ul style="list-style-type: none"> <li>a. students will find how authors use evidence and problem in their texts or other mediums.</li> <li>b. Students can jot and discuss what they discover when considering the genre of persuasion versus opinion.</li> </ul> <p>10. Teacher and students will recall and review K-W-H-Ls - built at the beginning of the unit, the teacher and students will identify the differences between an argument text versus a persuasive text.</p> <p>11. The teacher and students will create a list of descriptors for each type of writing. Students will use their personalized checklist when creating arguments.</p> <p>Unit Resources:  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

	<p>Resources and websites: <a href="#">four aims of argument</a> <a href="#">Monty Python Argument</a> <a href="#">Mr. Smith Goes to Washington</a> - Filabuster Kennedy Art Center: <a href="#">Art of Advertising</a></p> <p>Teacher Resources: <a href="#">Elements of An Argument</a> <a href="#">Tier 2 Vocabulary</a>: Problem <b>Tier 3 Vocabulary:</b> Analysis, Textual evidence, Argument, Persuasion, Claim, Evidence, inquiry</p> <p>Possible content and topics for unit:</p> <ul style="list-style-type: none"><li>● Examples: a lawyer’s brief; newspaper editorials; case studies; most academic writing</li><li>● Examples: Political speeches, sermons, advertising</li><li>● Examples: Diplomatic negotiations, labor relations, documents in organizational decision-making; essays seeking resolution of conflict between competing parties; also frequent in private life when dealing with disagreements among friends and family members.</li><li>● Grade 8 ELA - Units of Study - Writing - Memoir, Reading - Dystopian</li><li>● Grade 8 SS - The Revolutionary War Era - US Constitution</li><li>● Grade 8 Science and/or Math</li></ul>	
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<p><b>ESTABLISHED GOALS</b> <b>Speaking and Listening</b></p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<b>Transfer</b>	
	<p><i>Students will independently be able to use their learning to:</i></p> <ol style="list-style-type: none"> <li>1. identify parts of and determine a simple argument.</li> <li>2. use facts, rules (warrants), and evidence to support their argument.</li> <li>3. share and engage with peers to synthesize ideas and thinking surrounding a problem or situation.</li> <li>4. use appropriate language and vocabulary to create spoken and written texts.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• there are basic elements to a simple argument.</li> <li>• rules or warrants are parts of an argument.</li> <li>• analyzing and citing evidence are necessary for an argument.</li> <li>• analyzing and questioning are part of a simple argument.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. Why is it necessary to stick to the facts?</li> <li>2. What do I need to collect to make rules for an argument?</li> </ol>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. definition of data.</li> <li>2. a simple argument.</li> <li>3. inquiry approach.</li> <li>4. facts and judgment.</li> <li>5. specific language and vocabulary.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. identifying the evidence, rule, and conclusion of an argument.</li> <li>2. Developing an argument using different mediums to present.</li> <li>3. Analyze evidence critically (with a critical eye).</li> <li>4. Interpret evidence to explain what it shows.</li> <li>5. Develop warrants to demonstrate relevant</li> </ol>	

<p><b>Language</b> <b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Writing</b> <b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p>		<p>evidence.</p> <p>6. Use evidence and explanation(s) to solve the problem.</p>
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Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Students participate appropriately, using key language and vocabulary when discussing the case.</p> <p>Students create a graphic organizer and utilize it for specific purpose(s).</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they understand the evidence of...</i></p> <p><a href="#"><u>The Case of the Dead Musician</u></a></p>
A, M, T	<p>Analyze and evaluate evidence from different texts.</p> <p>Students can identify parts of the argument.</p>	<p>You are part of an investigative team preparing to present to the District Attorney regarding the Case of the Dead Musician. You and your team of investigators must create and present a simple argument to the District Attorney on whether you think Mr. Karazai’s son is guilty or innocent. The D.A. (District Attorney) will decide if they will pursue charges.</p>
M, T	<p>Students written texts provide parts of the argument required to present and create an argument.</p> <p>Students present their case using appropriate language and vocabulary, speak clearly, and cite evidence using both written and visual formats.</p>	<p>You and your team are reading the reports and inspecting the picture of the crime scene. Mr. Karazai’s son claims that his father hanged himself. What do you and your team believe is the truth? From the evidence available, make a case for what you think happened.</p>
M, T		<p>If you believe that other evidence is necessary, make recommendations about what other evidence you and your team might need to be collected.</p>
M, T	<p><a href="#"><u>Student Checklist</u></a> <a href="#"><u>Start With a Problem - Rubric</u></a></p>	<p>Before you begin to write, list the evidence and warrants you will use in making your case. Create and use a graphic organizer to record your claim(s), evidence, warrants, and conclusions. You and your team will present your findings to your peers. (Students may use any notes, graphic organizers, or writing while presenting.)</p>
A, M, T		<p>Audience - students will decide how they will collect information from the DA’s presentation, using a form of documentation to write their ideas regarding the presentation. (Classroom teacher and students can decide the what and how before presentations begin.)</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ol style="list-style-type: none"><li>5. collaborating with peers using key language and vocabulary to support the determination of an argument and persuasive piece.</li><li>6. graphic organizers and note-taking to display planning and thinking.</li><li>7. presentation of ideas and explanations for reasoning.</li><li>8. Classroom discussions, journal writing, jots, and notes.</li></ol>

Pre-Assessment		
<b>Code</b>  <b>A, M</b>	<p>Students will decide and develop a simple argument using a <a href="#">picture or video short - Boston Massacre</a>. Students will use the information to identify a claim, evidence, rules, and a conclusion on their side of the argument. The question students will argue: Who fired the first shot? Use information and evidence cited in the picture, video clip, and text to write a simple argument. Students can discuss as a small group before creating a simple written piece. (Alternative - students can present as a small group instead of writing.)</p>	
<b>A, M</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>1. Teacher will Identify the parts of a simple argument - list and define</li> </ol>	<p>Progress Monitoring</p> <p>1:1 conferences small group anecdotal notes coaching and feedback - leave behinds/artifacts Teacher and student created checklists and rubrics</p> <p>graphic organizers jots/student notes class charts - shared ideas and thinking Student - Goal setting and reflection sheet(s)</p>
<b>A, M</b>	<ol style="list-style-type: none"> <li>2. students will use graphic organizers to unpack what we see, hear, and read.</li> </ol>	
<b>M, T</b>	<ol style="list-style-type: none"> <li>3. Teacher will model how to unpack a crime scene photo - what do we look for? what questions do we ask? unpack a crime scene report - what do we look for? what questions do we ask?</li> </ol>	
<b>A, M, T</b>	<ol style="list-style-type: none"> <li>4. Students will role play - they will be playing the part of a detective at a crime scene. Introduce the elements of a simple argument- unpack each element using a photo and report.</li> </ol>	
<b>A, M</b>	<ol style="list-style-type: none"> <li>5. The teacher will define what a criteria. The teacher and students will build simple criteria using school mascots, including their own.               <ol style="list-style-type: none"> <li>a. <a href="#">Select a Mascot Day 1</a></li> </ol> </li> </ol>	
<b>M, T</b>	<ol style="list-style-type: none"> <li>6. The teacher will define attributes and criteria - deciding how attributes work with criteria. What am I looking for? Listening for? Sticking to the facts. Anchor charts will be used to document and record information. Mini-anchor charts can be developed by students and used as a resource to reflect on.</li> </ol>	
<b>T</b>	<ol style="list-style-type: none"> <li>7. Students will apply the criteria they built from the previous session to help a new school select a mascot.               <ol style="list-style-type: none"> <li>a. <a href="#">Select a Mascot Day 2</a></li> </ol> </li> </ol>	
<b>T</b>	<ol style="list-style-type: none"> <li>8. The teacher and students will co-compose an argument of judgment complete with a claim, evidence, and warrant (rule) explaining how the evidence supports the claim. The teacher can record as students discuss and share ideas.</li> </ol>	
<b>A, M, T</b>	<ol style="list-style-type: none"> <li>9. The teacher and students will use visuals/pictures to infer characteristics of a person - making judgments. Students can jot</li> </ol>	

<p>M, T</p> <p>A, M, T</p> <p>A, M</p> <p>A, M</p> <p>A, M</p> <p>A, M, T</p>	<p>noticings on sticky notes.</p> <p>10. The teacher and students will use details from a text, visual, video, or podcast to decide the type of person(s) the author or artist wants to portray. (or alternate way to teach - use the details from the ____ to describe the character/person as a _____.)</p> <p>11. The teacher and students will determine and jot: do we use perspective and point of view - the intentions of an artist or author, speaker or director. Students will discuss and share ideas, collecting their jots to use in future discussions.</p> <p>12. The teacher will model how to decide and apply characteristics to determine a criteria. Example: What makes a good king? If the artist's depiction is accurate, is the person fit to be a king?</p> <p style="padding-left: 40px;">a. Students and teachers will add/revise or re-create the criteria(s) they have worked on.</p> <p>13. The students with teacher support will compare and contrast - to develop criteria (good versus evil) to determine criteria and application of justification (asking why after each criterion is suggested). Define and approximate <i>Justice in Court</i>.</p> <p>14. The teacher will demonstrate how to build specifics around criteria - how to be clear when criteria could be considered broad or abstract. (ex: defining what is fair.) The teacher will elicit feedback from students, incorporating discussions using clear criteria versus broad.</p> <p>15. The teacher and students will use shared writing to build an argument from criteria to conclusion using collaboration and discussion. Students can use their journals to write/create their own.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><u><a href="#">Resource: Political Cartoons and Kennedy Center</a></u> Teacher Resources:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Kennedy Center Resources</a></li> <li>2. <a href="#">History Channel: Boston Masacre</a></li> </ol>	
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	<a href="#">Tier 3 Vocabulary:</a> criteria, warrant, rules, attributes, characteristics, judgment,	
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<p><b>ESTABLISHED GOALS</b></p> <p><b>Writing</b></p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<b>Transfer</b>	
	<p><i>Students will independently be able to use their learning to:</i></p> <ol style="list-style-type: none"> <li>1. identify problem(s).</li> <li>2. plan an investigation/research.</li> <li>3. collect data with support from peers.</li> <li>4. research/investigation and gather relevant data.</li> <li>5. develop and present their argument using the data collected.</li> <li>6. share and engage with peers to synthesize ideas and thinking surrounding the problem.</li> <li>7. use appropriate language and vocabulary to create spoken and written texts.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● research begins with questioning and identification of a problem.</li> <li>● planning and communication are a part of solving problems.</li> <li>● collecting and clarifying data is an important component of an argument.</li> <li>● data and information gathered need to be organized before presenting.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. What questions and data do I need to argue a point?</li> <li>2. How do I communicate my argument/thinking?</li> </ol>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. simple argument and argument of policy.</li> <li>2. an inquiry approach.</li> <li>3. criteria and data collection for research.</li> <li>4. basic research.</li> <li>5. specific language and vocabulary.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Analyze evidence critically using background and existing knowledge.</li> <li>2. Interpret evidence to explain what it shows.</li> <li>3. Use evidence and explanation(s) to solve the problem.</li> <li>4. Speaking collaboratively to their research through different mediums and technology.</li> </ol>	

Code	Evaluative Criteria	Assessment Evidence
A, M, T	Participation is evident during whole class and small group.	PERFORMANCE TASK(S): <i>Students will show that they understand evidence of... shared writing experience of complex/policy argument.</i>
M, T	Clear use of key language and vocabulary when discussing ideas and thinking.	Students will complete a shared writing of an argument of a policy or rule. Students will:
M, T	Creation and application of graphic organizer(s) to utilize for a specific purpose(s).	1. identify and clarify a problem. (ex: gum chewing in school)
A, M		2. Plan an investigation. (answering questions students have developed)
M, T		3. collect data using an interview or survey.
M, T	Analyze and evaluate evidence from different texts throughout the process.	4. co-conduct an investigation.
M, T		5. co-create an argument of policy.
M, T	Identification and application using the parts of an argument.	a. write an introduction - describe the nature of the problem to be investigated and explain the major related questions.
M, T		b. research design and methods - explain how you went about investigating the problem and related questions.
M, T	Determination and collection of data to support their reason for arguing.	i. Ex: classes and how selected
M, T		ii. counting of wads of gum in classroom
M, T		iii. questionnaire and tallies
M, T	Presentation of argument using appropriate language and vocabulary, speak clearly, and cite evidence using both written and visual formats.	iv. procedures for estimate tithe me and cost of cleaning
M, T		6. Results/Findings - Explain what you found relative to each of the above as a result of the methods you used.
M, T	Teacher created rubric	7. Interpretation of Results/Findings - Explain what the results mean and why these interpretations are valid.
M, T	Student rubric	8. Conclusions and Recommendations - Explain what might reasonably be done in light of the research findings.
M, T	Student checklist	9. Presentation to class or other classes. (When presenting each part can be presented by individual students. Formatting of the presentation will be teacher and student-dependent.)
M, T	Goal setting sheets	
T		

		<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"><li>1. reading and applying information from texts presented in different formats.</li><li>2. interpretation of data.</li><li>3. small group discussions and participation in planning.</li><li>4. small group discussions and participation in coordinating end presentation.</li><li>5. small group participation in developing and presenting findings.</li><li>6. note-taking and graphic organizers.</li><li>7. student journals.</li></ol>
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Code		
	<b>Pre-Assessment</b>	
	<p>Your principal put in a new rule and policy for all students to begin following immediately. You and your group do not understand why this rule and policy has been put in place. You and your team want to amend the rule. Review the new school policy and data to support the policy. Decide as a group -what steps would you take to argue and amend (change) the policy/rule? (Rule can be created/determined by classroom teacher)</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
<b>A, M</b>	1. The teacher will define researchable problems with students.	1:1 conferences
<b>A, M</b>	2. The teacher and students will use graphic organizers to compare/contrast researchable problems.	small group anecdotal notes
<b>A, M, T</b>	3. The teacher will set up this unit for students by sharing with them a rubric and checklist. The teacher and students will review the expectations for their research. (The teacher will create a rubric and checklist for their classes based on their make-up and needs.)	coaching and feedback - leave behinds/artifacts
<b>M, T</b>	4. Students will develop a list of researchable problems based on ideas that are relevant to them. Partners and small groups can be utilized to support discussion and feedback.	Teacher and student created checklists and rubrics
	a. (*Note: for unit 3 the teacher will guide the choices. Students will make a list and decide on one researchable problem for the class to decide on.)	graphic organizers
<b>A, M</b>	5. The teacher will model how to use what has been learned so far to build the research centered around the identifiable problem. Students will apply what they have learned about rules and criteria research problems to their identified problem. Revisions can be made. The teacher will guide and support as students work independently, in partnerships, or in small groups.	jots/student notes
		class charts - shared ideas and thinking
<b>A, M</b>	6. The teacher will model for students how to identify and clarify a problem. The teacher will model using shared discussions, graphic organizers, and questioning. Students will continue to use their research/problem to apply clarification. Options for teacher to support and guide students are:	student charts for notebooks
	a. Students can develop a list of five to seven questions determining if they identified a serious problem and what they might be able to do about it.	
<b>A, M</b>	7. The teacher will demonstrate how to create a plan using their	

<p><b>A, M, T</b></p>	<p>questions, discussions, and other learning. The teacher will introduce and model for students:</p> <ol style="list-style-type: none"> <li>a. do they need to collect data</li> <li>b. what type of data             <ol style="list-style-type: none"> <li>i. interviewing</li> <li>ii. surveying</li> <li>iii. reviewing materials - i.e., pictures, video, podcast, discussion</li> </ol> </li> <li>c. determining the need to analyze material/evidence</li> </ol> <p>Students will be involved in the process by discussing and sharing ideas and thinking. The teacher thinks aloud to model ideas and the process and will provide specific feedback as students share. Other options for this work are: <b>shared writing or interactive writing</b> - students and teachers will create a written plan. This can be an outline, use of sticky notes, etc. The plan should be written on chart paper for display and use by students.</p>	
<p><b>A, M</b></p>	<p>8. Conducting the Investigation: The teacher will model how to collect information and how to document/record findings based on the plan.</p> <ol style="list-style-type: none"> <li>a. how to responses from an interview</li> <li>b. how to create a survey and collect data (google form)</li> <li>c. how to use graphic organizers or other tools, i.e., spreadsheet or table.</li> </ol>	
<p><b>A, M, T</b></p>	<p>9. Students will interpret and organize the data they collected. Shared writing: The teacher and students will work together to determine how to organize data and speak to the data.</p> <ol style="list-style-type: none"> <li>a. teacher will model the use of organizers.</li> <li>b. how to summarize the information gathered.</li> </ol>	
<p><b>A, M, T</b></p>	<p>10. The teacher will model how to write an argument applying the data and information gathered during the investigation.</p> <ol style="list-style-type: none"> <li>a. * It is recommended the following lessons be done as a shared writing experience. (shared writing: teacher holds the pen and writes down student and teacher shared thinking. Most teachers write on chart paper.)</li> <li>b. This will allow for teacher to think aloud and discuss options with students on how to write each part. (Students may copy or write each in their own words each part in a notebook, on chart paper</li> </ol>	
<p><b>A, M, T</b></p>	<p>11. The teacher will think aloud and work collaboratively with</p>	

<p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M, T</b></p>	<p>students to write a shared introduction.</p> <p>12. The teacher will model (think aloud) how to write an introduction, describing the nature of the problem investigated and the major and related questions. The teacher will model and think aloud explaining the investigation of the problem and related questions. (Research Design and Methods) Students will share in the writing and speaking experience by co-creating sentences guided by the teacher. The teacher will document what students say.</p> <p>13. Results/Findings - The teacher will model and think aloud explaining the results and evidence. Students will share in the writing and speaking experience by co-creating sentences guided by the teacher. The teacher will document what students say.</p> <p>14. Interpretation of Results/Findings - The teacher thinks aloud and explains what the results mean and why the interpretations are valid. Students will share in the writing and speaking experience by co-creating sentences guided by the teacher. The teacher will document what students say.</p> <p>15. Conclusion and Recommendations - The teacher thinks aloud and explains what can be reasonably done in light of the research findings.</p> <p>16. Presenting, Explaining, and Interpreting Findings - students will learn how to present specifics using the information from their research.</p> <ul style="list-style-type: none"> <li>a. presenting truthful facts and data</li> <li>b. how to use a variety of data to make a case (even if one set of data does not side with your argument)</li> </ul> <p>Resources: All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="#">Teaching Argument Writing (p. 69-97, by G. Hillocks, Jr., 2011)</a></p>	
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<p><b>ESTABLISHED GOALS</b></p> <p><b>Writing</b></p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<b>Transfer</b>	
	<p><i>Students will independently be able to use their learning to:</i> research, write, and present an Argument of Policy from beginning to end collaboratively.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. research is part of problem-solving.</li> <li>2. data is not only used in math and science.</li> <li>3. criteria, rules, and evidence apply to research.</li> <li>4. planning and organization are a part of problem-solving.</li> <li>5. use of 21st-century platforms to present our arguments is impactful.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. When the rules, policies, and procedures do not apply to me, what do I do about it?</li> <li>2. How can I voice my research to make a change?</li> </ol>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. an inquiry approach to problem solving.</li> <li>2. data collection.</li> <li>3. collaborative discussion and planning.</li> <li>4. research and presentation.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Analyze evidence critically using background and existing knowledge.</li> <li>2. Interpret evidence to explain what it shows.</li> <li>3. Use evidence and explanation(s) to solve the problem.</li> <li>4. Speaking collaboratively to their research in a 21st-century style format.</li> </ol>	





Code	Evaluative Criteria	Assessment Evidence
<p><b>M, T</b></p> <p><b>A, M, T</b></p>	<p>Participation is clear and evident during whole class and small group.</p> <p>Clear use of key language and vocabulary when discussing ideas and thinking.</p> <p>Creation and application of graphic organizer(s) to utilize for a specific purpose(s).</p> <p>Analyze and evaluate evidence from different texts throughout the process.</p> <p>Identification and application using the parts of an argument.</p> <p>Determination and collection of data to support their reason for arguing.</p> <p>Presentation of argument using appropriate language and vocabulary, speak clearly, and cite evidence using both written and visual formats.</p> <p>Teacher-created rubric                      Student rubric                      Student checklist                      Goal setting sheets</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they understand the evidence of...</i>                      An argument of policy through research.</p> <p>Students will present their findings and argue for a policy, rule, or procedure to be amended in a format of choice. (i.e., TedTalk, Youtube Short, debate, masterclass)</p> <p>Students will include in their notes, graphic organizers, and/or journals (student choice):</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Research and design methods</li> <li>3. results and findings</li> <li>4. interpretation of results/findings</li> <li>5. conclusion</li> </ol> <p>A teacher-created rubric will be used to score students' final presentation of their research and the steps students took to create their presentation.</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>● participating in small group work and final presentation.</li><li>● applying the parts of research and argument.</li><li>● written documentation/artifacts.</li><li>● planning of presentation.</li><li>● journals, notes, graphic organizers.</li></ul>
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Code		
	<b>Pre-Assessment Unit Four</b>	
	<p>Identify a problem you care about that is related to our school or town. Example: cell phone usage in the classroom. Thinking argument...write the steps you would take to solve your problem. Where would you start the process? How would you end the process?</p>	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i>            This unit will support the transference and application of the previous unit(s). The teacher will provide expectations using a similar rubric and checklist. The teacher will support and work with groups through the process, as needed.</p>	<p>Progress Monitoring</p>
<b>M, T</b>	<ol style="list-style-type: none"> <li>Students will decide on a problem and determine what information they need to gather based on their learnings from Unit 3. Student partnerships and small groups will be determined.</li> </ol>	<p>1:1 conferences            Small group conferences            Teacher anecdotal notes            rubrics and checklists            student artifacts - including notes, jots, graphic organizers</p>
<b>M, T</b>	<ol style="list-style-type: none"> <li>Students and the teacher will document groups and identify one or more problems. (Problems may not be determined in one class setting. The teacher may need to supply options/choices for some students.)</li> </ol>	<p>participation and engagement in the research process            peer feedback            peer discussions</p>
<b>M, T</b>	<ol style="list-style-type: none"> <li>Students and the teacher will decide what documentation will be needed to begin research. (i.e., school-wide policy, rules, handbook, video, newspaper articles) *Note: documentation may need to be adjusted or made accessible for students by the classroom teacher.</li> </ol>	
<b>M, T</b>	<ol style="list-style-type: none"> <li>Students will apply the parts of true research to develop an argument through whole class guided practice. The elements include:               <ol style="list-style-type: none"> <li>policy, procedure, rules - questioning and deciding on a problem.</li> <li>planning and data collection</li> <li>interpretation of findings</li> <li>how to organize the information/data to answer the question and solve the problem.</li> <li>how to write up/document findings.</li> </ol> </li> </ol>	
<b>A, M, T</b>	<p>The teacher will provide examples for students using the following formats to create a final project:</p> <ul style="list-style-type: none"> <li>a masterclass</li> </ul>	

	<ul style="list-style-type: none"><li>● TedTalk</li><li>● documentary short</li><li>● podcast</li></ul> <p>Students will organize and present their research in a final project with guidance and support from their teacher.</p> <p>Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="#">How to Create a Successful Masterclass</a> <a href="#">Canva for Education</a></p>	
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ESTABLISHED GOALS	<b>Transfer Unit Five</b>	
<p><b>Speaking and Listening</b></p> <p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.8.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><i>Students will independently be able to use their learning to:</i></p> <ol style="list-style-type: none"> <li>1. engage in informational reading and research.</li> <li>2. use persuasive and argumentative skills in speaking, reading, and/or writing.</li> <li>3. speak, debate, and argue, using rules and procedures set by laws and government.</li> <li>4. to develop solutions to critical problems over more than one session.</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. argument is universal.</li> <li>2. argument is a form of debate and resolutions.</li> <li>3. Arguments are collaborative and responsible.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. <i>How will argument help me while I am working at my job?</i></li> <li>2. <i>What argument skills are important to my future?</i></li> </ol>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. rules, policy, and procedures when debating and arguing.</li> <li>2. claims, reasoning, and relevant and irrelevant evidence when arguing.</li> <li>3. purpose and presentation of information.</li> </ol>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. determining resources for research to solve critical problems.</li> <li>2. organizing data (research) to negotiate or debate solutions.</li> <li>3. Construct debates and presentations with relevant and sufficient evidence.</li> </ol>	

Code	Evaluative Criteria	Assessment Evidence
M, T	<p>Identification of rules, policies, and/or procedures created by organizations.</p> <p>Participation is evident during the whole class and small group time.</p> <p>Clear use of key language and vocabulary when discussing ideas and thinking.</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they understand the evidence of... procedural debate and argument using real-life experiences and settings.</i></p> <p>Students will create and demonstrate how the art of argument and use of rules, policy, and procedure is demonstrated in areas of government and law.</p> <p>Students along with the teacher will choose one of the following:</p>
A, M, T	<p>Creation and application of graphic organizer(s) to utilize for a specific purpose(s).</p>	<p>Students may act as Senators, House of Representatives, mayors, or town/local representatives, using parliamentary procedure while debating a law, legislation, etc.</p>
A, M, T	<p>Analyze and evaluate evidence from different texts throughout the process.</p>	<p>Students will prepare for a multi-day debate or meeting using argument skills in coordination with following specific rules, policies, and/or procedures. (The teacher may decide to use the specifics based on the makeup of each class.)</p>
A, M, T	<p>Identification and application using the parts of an argument.</p> <p>Determination and collection of data to support their reason for arguing.</p> <p>Presentation of argument using appropriate language and vocabulary, speaking clearly, and citing relevant evidence using both written and visual formats.</p> <p>Teacher-created rubric                      Student rubric                      Student checklist                      Goal setting sheets</p>	<p>Students will include:</p> <ol style="list-style-type: none"> <li>1. introductions</li> <li>2. data and visuals</li> <li>3. information to argue over more than one day (planning and organization)</li> <li>4. claims and evidence, and ability to counterclaim with evidence</li> <li>5. decide roles and speaking order (roles will be decided with the teacher before the project begins)</li> <li>6. concluding information</li> <li>7. decide how to use specific vocabulary and language when presenting - including titles of individuals, i.e., Representative Smith it is your turn to speak.</li> <li>8. script writing/notes for presenting - student choice.</li> </ol> <p><b>Note:</b> The teacher will guide students' choices in determining using local, state, and/or national topics. The classroom teacher may decide before this unit on</p>

		<p>the choice of local, state, or federal government, along with topics that are accessible to students. The teacher may also use historical local, state, or federal topics/issues. Students would use rules and policies from the period selected.</p>
		<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● participating in small group work and final presentation.</li> <li>● applying the parts of research and argument.</li> <li>● written documentation/artifacts.</li> <li>● planning and collaborating with peers using different artifacts.</li> </ul>

<p><b>Code</b></p>	<p style="text-align: center;"><b><i>Pre-Assessment Unit Five</i></b></p> <p>Listen and watch the <a href="#">Legislative Process Overview</a>. Why are rules, policies, and/or procedures important to our legislative process/Congress? Cite specific and relevant evidence from the video to create your argument. Be prepared to discuss and share your argument. (note - students can work on this in a small group, in partnerships, or independently)</p>



<p><b>A, M, T</b></p> <p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M, T</b></p> <p><b>M, T</b></p> <p><b>A, M, T</b></p> <p><b>A, M, T</b></p> <p><b>M, T</b></p>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>1. InquiryExploration - students will be presented with different occupations - including those relative to local, state, and federal government. Students will use what they have learned about research and argument to question and notice skills being presented.</li> <li>2. Students will compare and contrast different occupations that use debate and argument.</li> <li>3. Students will define rules, policies, and procedures needed to create responsible debates and arguments. (Compare and contrast, analysis of rules and determination of purpose)</li> <li>4. Students will learn how a bill is debated and argued in a professional setting. The focus for learning will be language and rules needed to have a formal debate (argument).</li> <li>5. Students will create their model of one or more of the following - local, state, or federal government where debate and argument are part of their occupation and role. Students will determine, create, and apply rules, policies, and/or procedures to implement into their practice.</li> <li>6. Students will recall procedures and argument skills and determine a plan on how to present arguments/debates.</li> <li>7. Students will define and question amending laws and how to apply the amending procedure to their debate.</li> <li>8. Students will routinely practice model congressional debates, building from a one-day/session to more than a one-day/session.</li> </ol> <p>Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="#">Library of Congress Bills and Resolutions</a></p> <p><a href="#">United States Senate Floor Proceedings</a></p> <p><a href="#">The Legislative Process Overview</a></p> <p><a href="#">Kids in the House</a></p> <p><a href="#">Introduction and Referral of a Bill (House of Representatives)</a></p>	<p>Progress Monitoring</p> <p>1: 1 conferences</p> <p>Small group conferences</p> <p>Teacher anecdotal notes</p> <p>rubrics and checklists</p> <p>student artifacts - including notes, jots, graphic organizers</p> <p>participation and engagement in the research process</p> <p>peer feedback</p> <p>peer discussions</p>
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 6 General Music

April 2024

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Program Overview

The General Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

**The 2014 Music Standards are all about *Music Literacy*.** The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student's ability to carry out the three Artistic Processes of Creating, Performing, and Responding.

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies. And isn't competence in Creating, Performing, and Responding what we really want for our students? Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: "Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning."

The attainability of this curriculum is based upon the current schedule of every other day for one forty minute class for a semester.

### Course Description

General Music in Grade 6 is designed to give students not involved in band, chorus, or orchestra an opportunity to perform, create, and respond to music. These are the three anchor standards for all arts classes, as adopted by the State Board of Education in October 2016. To ensure our general music students have guaranteed opportunities to engage in these three processes, this curriculum engages them in performing and creating on an acoustic instrument, such as xylophone, Boomwhackers, bucket drums, and non-pitched percussion instruments, as well as creating and performing on a digital tool, such as Bandlab. All units are vertically aligned with general music units in grades 7 and 8.

### Major Units and Pacing Guides

All units are designed to last one marking period, or approximately 9 weeks/22 class periods meeting every other day for one class of approximately 40 minutes.

#### Unit 1: Performing and Creating With Acoustic Instruments

For the rhythmic component of this unit, these sounds can be used: clapping, counting using rhythm syllables, non-pitched percussion, bucket drums, Boomwhackers, xylophones, and/or keyboards.

Rhythm review includes what is learned at SNIS in 5th grade with the addition of sixteenth notes alone and/or in combination, and eighth rest on the downbeat.

#### Unit 2: Creating With Digital Instruments/Tools for Performance...Bandlab

This builds upon an introduction to Bandlab in 5th grade by utilizing song form as found in pop songs to arrange and then create a pop song using the elements of music as a starting point.

<https://edu.bandlab.com>

<https://www.incredibox.com>

<https://musiclab.chromeexperiments.com>

Embedded into both units is listening for song form and the elements of music.

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# Subject: General Music



## Grade 6

### Unit 1: Performing and Creating With Acoustic Instruments

Stage 1 Desired Results		
ESTABLISHED GOALS  MU:Re8.1.6 Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>  Interpret intent and meaning in artistic work.  Evaluate and refine personal and ensemble performances.  Generate and conceptualize artistic ideas and work.	
MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  The creative ideas, concepts, and feelings that influence musicians' work emerge	<b>ESSENTIAL QUESTIONS</b>  How do musicians improve the quality of their performance?  How do musicians generate creative ideas?  How do we discern the musical creators' and performers' expressive intent?

<p>rehearse, refine, and determine when a piece is ready to perform.</p> <p>MU:Cr1.1.6a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent</p>	<p>from a variety of sources, such as expertise, context, and expressive intent.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent</p>	
<b>Acquisition</b>		
<p>CCSS.ELA-Literacy. whst.6-8.2.D</p> <p>Use precise language and domain specific vocabulary to inform or explain the topic</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● rhythm</li> <li>● melody</li> <li>● harmony</li> <li>● form</li> <li>● texture</li> <li>● instrumentation</li> <li>● beat</li> <li>● expressive intent</li> <li>● dynamics</li> <li>● tempo</li> <li>● articulation/style</li> <li>● phrasing</li> <li>● technique</li> <li>● originality</li> <li>● musical interest</li> <li>● readiness to perform</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading and writing standard notation</li> <li>● generating musical ideas</li> <li>● technical accuracy on an acoustic instrument</li> <li>● interpreting other's music</li> <li>● responding to music</li> <li>● attentive listening</li> <li>● demonstrating proper audience behavior</li> <li>● discussing</li> <li>● reflecting</li> <li>● analyzing</li> <li>● evaluating</li> <li>● rehearsing</li> <li>● refining</li> <li>● applying feedback</li> <li>● making music as an ensemble</li> <li>● making music individually</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,T,M	Performance ready song demonstrating improvement over time, reflecting analysis, rehearsal, and refinement of technique, musical accuracy, and artistic intent.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of..</i></p> <ol style="list-style-type: none"> <li>1. Performing an 8 measure song with expressive intent, which has been improving over time so it is ready to be performed.</li> <li>2. Create and notate an 8 measure song using personally generated musical ideas.</li> </ol> <p>Possible idea:</p> <ul style="list-style-type: none"> <li> Rhythm Song - Comp Project</li> <li> Comp Project Part 2 Staff Paper - Landscape</li> </ul>
A,T,M	An original composition conveying expressive intent and originality using correct notation and form.	
Meaning	Explaining personal choice, using music vocabulary correctly.	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their original composition.</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students' prior knowledge with the instrument and assess music literacy, rhythmic and melodic, through baseline assessments developed by general music teachers at the middle school.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Meaning	<ul style="list-style-type: none"> <li>● Students will review and/or learn the fundamentals of music theory required to perform on the acoustic instrument.</li> <li>● Teacher and students evaluate performances of accomplished musicians to conceptualize what a good performance sounds like and strategize the components involved in preparing a song for performance.</li> <li>● Teacher introduces students to components such as melody, song form, tempo, dynamics, rhythm, texture through listening examples.</li> <li>● Students practice attentive listening, and proper audience behavior as they respond to the listening examples.</li> <li>● Students perform rhythms on non-pitched percussion instruments individually and as an ensemble, incorporating expressive elements.</li> <li>● Students perform, through singing and/or playing Boomwhackers, staff notation.</li> <li>● Teacher demonstrates proper posture, hand position, and</li> </ul>	<ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> <li>● Peer coaching</li> </ul>
Acquisition		
A, M		
A,M,T		
A,M		
A		

A,M	<p>technique for the instrument to be played.</p> <ul style="list-style-type: none"> <li>• Students experiment and practice with the newly learned techniques and receive feedback.</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Teacher provides strategies to use when practicing a piece to ready it for performance.</li> </ul>	
M,T	<ul style="list-style-type: none"> <li>• Students reflect upon their personal interpretations and experiment with degrees of expressive intent.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>• Students rehearse and refine their performance.</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Teacher provides rhythms from which the students may select eight measures for their composition.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• Students arrange the rhythms in their chosen order, notate, and then practice performing them.</li> </ul>	
M,T	<ul style="list-style-type: none"> <li>• Teacher provides descriptive feedback to students to aid in their self-analysis.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>• Students compose the melody of their composition by adding the notes CDEFG to their 8 measure rhythm.</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Teacher and students discuss how composers generate original ideas.</li> <li>• Students brainstorm and then experiment with various creative inspirations for their compositions.</li> </ul>	

M,T	<ul style="list-style-type: none"> <li>• Teachers will expect a wide range of skill levels in creativity, and allow students to tailor their compositions accordingly.</li> <li>• Students may elect to perform for each other and coach one another.</li> </ul>	
A,T,M	<p>Essential Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Music room with storage for 25 xylophones, 25 keyboards, Boomwhackers, percussion instruments, and additional instruments to allow for one-to-one student usage.</p> <p>Listening Resource ideas:</p> <ul style="list-style-type: none"> <li>☰ Listening 1</li> <li>☰ Listening 2</li> <li>☰ Listening 3</li> <li>☰ Listening 4</li> <li>☰ Listening 5</li> </ul> <p><a href="https://everynoise.com/engenremap.html#updates">https://everynoise.com/engenremap.html#updates</a></p> <ul style="list-style-type: none"> <li>📺 An Abridged History of Western Musi...</li> </ul>	

# Subject: General Music Grade 6

## Unit 2: Creating With Digital Instruments/Tools for Performance

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>MU:Cr2.1.6a - Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>MU:Re7.2.6: Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Organize and develop artistic ideas and work.</p> <p>Perceive and analyze artistic work.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians make creative decisions?</p> <p>Why do some combinations of sounds work better than others?</p> <p>How do I improve my work?</p> <p>What am I hearing in my head that I want to accomplish?</p> <p>How do I document the sounds I hear in my head?</p> <p>How does understanding the structure and context of music inform a response?</p>


CCSS.ELA.Literacy. Whst.6-8.2 Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes.		
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>● form</li> <li>● expressive intent</li> <li>● standard/iconic notation</li> <li>● audio/video recording components</li> <li>● rhythmic phrases</li> <li>● melodic phrases,</li> <li>● harmonic ideas</li> <li>● loops</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>● constructing a pop style song using song form</li> <li>● selecting sounds from genres of digital loops</li> <li>● organizing sounds</li> <li>● documenting their work</li> <li>● arranging a song</li> <li>● demonstrating for the class</li> <li>● using Bandlab</li> <li>● discussing reasons behind their artistic choices</li> <li>● refining their work</li> <li>● following directions</li> </ul>

**Stage 2 – Evidence**


Code	Evaluative Criteria	Assessment Evidence
A,T,M	<p>To what extent does the song follow pop style form?</p> <p>To what extent are the artistic choices logical, coherent, and smooth?</p> <p>To what extent can the student explain the thinking (intent) behind their musical choices?</p> <p>To what extent is the finished product considered successful?</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Creating an original pop style song following typical song form (ABABCA) using loops found in Bandlab.</p> <p>Working as arrangers of pre-recorded loops, students will need to choose loops appropriate for an introduction, a verse, a chorus, and a bridge. Multiple instruments are to be included, such as drums, keyboard or synth, guitar, bass, and one or two added instruments of the students' choice. The result is a smoothly organized pop song.</p>



Meaning	Explaining personal choice, using music vocabulary correctly.	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in written reflection to discuss their independent projects.</p>
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Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students' prior knowledge with a digital tools assessment developed by general music teachers at the middle school.	
Acquisition	<p>Summary of Key Learning Events and Instruction</p> <p>Teacher asks the students: Is this person a musician?</p> <p> Madeon - Pop Culture (live mashup) to initiate discussion about making music digitally</p> <p>Students engage in sound experiments using <a href="https://typatone.com/">https://typatone.com/</a>  <a href="https://musedlab.org/groovepizza/">https://musedlab.org/groovepizza/</a>  mario paint at <a href="https://danielx.net/composer/">https://danielx.net/composer/</a>  <a href="https://www.beebox.co/">https://www.beebox.co/</a></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> </ul>
Meaning		

M	<ul style="list-style-type: none"> <li>• Teacher introduces students to Chrome Music Lab through a demonstration of writing a name.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• Students write their own names on Chrome Music Lab, then explore the website by varying the instrument, tempo, mic settings, and harmony.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• Teacher demonstrates pop song style on Chrome Music Lab by using a song such as Baby Shark in order to add drums and a bass line.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• Students recreate Baby Shark as a means of becoming comfortable with manipulating the elements of music as found in the website.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>• Students create a pentatonic scale composition on Chrome Music Lab incorporating drums, bass line, and melody in ABA form with a two measure intro and two measure ending (16 bars.)</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Teacher demonstrates the idea of being a Producer by introducing students to Incredibox.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• Students follow directions to produce a pleasing song through selecting pre-recorded voices on Incredibox.</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Teacher demonstrates Bandlab website for education and allows students to freely explore hundreds of pre-recorded loops.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>• Students use Stadium Rock as an introduction to finding drums, bass, keyboard/guitar and voice.</li> </ul>	

<p>M</p> <p>A,T,M</p> <p>A,T,M</p>	<ul style="list-style-type: none"> <li>● Teacher creates assignments in Bandlab to develop student skills at selecting loops and manipulating them as arrangers.</li> <li>● Students create a pop style song from loops found in Rock, Hip Hop, and Trap loop packs following the song form of ABABCA.</li> <li>● Students will refine and edit their composition based on teacher and student driven criteria</li> </ul> <p>Essential Resources:</p> <p>Individual Chrome Books for each student SMARTBoard or equivalent</p> <p>Possible listening selections for demonstrating different song form:</p> <p>Adele-Easy on Me (ABBA) Frank Sinatra-Fly Me to the Moon (ABAB) Andy William-Moon River (ABAC)  AABA Song Form - Music Theory 101 Tina Turner-What's Love Got to do With IT? (ABABCB) Louis Armstrong-Mack the Knife (ABAB) Radiohead-high and Dry (ABABCB) Katie Perry-Firework (ABABCB with pre-choruses) Over the Rainbow-(AABA) Yesterday-The Beatles (AABA) The Police-Every Breath You Take (AABA) Love Song-Sara Bareilles-(ABABCB) Blinding Lights and The Weeknd-Save Your Tears (A pre B A pre B C B)</p>	
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	<p>The Beatles-Can't Buy Me Love( BABABA) How Far I'll Go (Moana)- (A pre B A pre B modulation/B) John Bon Jovi-Livin' On a Prayer (ABABCB with key change) as a do-together Whitney Houston-I will Always Love You</p> <p>Resources: All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><a href="https://edu.bandlab.com/">https://edu.bandlab.com/</a> <a href="https://www.incredibox.com/demo/">https://www.incredibox.com/demo/</a> <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></p> <p><a href="#">Learn Popular Music Song Structure</a></p> <p><a href="#">Learn Form and Structure</a></p> <p><a href="#">Building Music: Phrases and Periods</a></p>	
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



General Music Grade 7

April 2024

Do Not Distribute Not BOE Approved

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Program Overview

The General Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

**The 2014 Music Standards are all about *Music Literacy*.** The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student's ability to carry out the three Artistic Processes of Creating, Performing, and Responding.

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies. And isn't competence in Creating, Performing, and Responding what we really want for our students? Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: "Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning."

The attainability of this curriculum is based upon the current schedule of every other day for one forty minute class for a semester.

### Course Description

General Music in Grade 7 is designed to give students not involved in band, chorus, or orchestra an opportunity to perform, create, and respond to music. These are the three anchor standards for all arts classes, as adopted by the State Board of Education in October 2016. To ensure our general music students have guaranteed opportunities to engage in these three processes, this curriculum engages them in performing and creating on the keyboard, and analyzing and responding to the American music style called jazz.

### Major Units and Pacing Guides

.All units are designed to last one marking period, or approximately 9 weeks/22 class periods meeting every other day for one class of approximately 40 minutes.

Unit 1: Performing and creating on the keyboard

This unit builds upon learning acquired in Grade 6, which is primarily playing with the right hand, and adds left hand fingerings and block chords.

Unit 2: Jazz

This unit emphasizes responding, performing, and finally, creating.

# Subject: General Music

## Grade 7

### Unit 1: Performing and Creating on the Keyboard

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>MU:Pr5.1.7a Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Interpret intent and meaning in artistic work.</p> <p>Evaluate and refine personal and ensemble performances.</p> <p>Generate and conceptualize artistic ideas and work.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians improve the quality of their performance?</p> <p>How do musicians generate creative ideas?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do I convey emotion through my music?</p>

<p>within AB, ABA, or theme and variation forms that convey expressive intent.</p>		
<p>CCSS.ELA-Literacy.whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic.</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● rhythm</li> <li>● melody</li> <li>● harmony</li> <li>● form</li> <li>● texture</li> <li>● instrumentation</li> <li>● beat</li> <li>● expressive intent</li> <li>● dynamics</li> <li>● tempo</li> <li>● articulation/style</li> <li>● phrasing</li> <li>● technique</li> <li>● originality</li> <li>● emotional impact</li> <li>● musical interest</li> <li>● readiness to perform</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading and writing standard notation</li> <li>● generating musical ideas</li> <li>● technical accuracy on an acoustic instrument</li> <li>● interpreting other's music</li> <li>● responding to music</li> <li>● attentive listening</li> <li>● demonstrating proper audience behavior</li> <li>● discussing</li> <li>● reflecting</li> <li>● analyzing</li> <li>● evaluating</li> <li>● rehearsing</li> <li>● refining</li> <li>● applying feedback</li> <li>● making music as an ensemble</li> <li>● making music individually</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Performing a song on the keyboard, proper hand technique, steady beat, note accuracy and rhythm accuracy.</p> <p>Composition using form, notation accuracy, and originality.</p> <p>To what extent does the composition create an emotional impact upon the listener?</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <ol style="list-style-type: none"> <li>1. Performing an 8 measure song with block chords in left hand and melody in right hand, evaluating their success against a collaboratively-developed rubric.</li> <li>2. Creating and notating an 8 measure song using personally generated musical ideas.</li> </ol>
Meaning	<p>Explaining personal choice, using music vocabulary correctly</p>	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their original compositions.</p>

**Stage 3 – Learning Plan**

<b>Code</b>		<i>Pre-Assessment</i>
Meaning	Teachers will check student’s prior knowledge with keyboard and music literacy assessments developed by general music teachers at the middle school.	
Acquisition  Meaning  ] M  T  M  A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● Students will review and/or learn the fundamentals of music theory required to perform on the keyboard.</li> <li>● Students will demonstrate an understanding of various music symbols and standard music notation.</li> <li>● Teacher models how to evaluate performances of accomplished musicians to conceptualize what a good performance sounds like and strategize the components involved in preparing a song for performance.</li> <li>● Students practice evaluating performances using newly acquired skills.</li> <li>● Teacher demonstrates proper posture and hand position for playing keyboards.</li> <li>● Students experiment and practice with the newly learned techniques and receive feedback.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> </ul>

M	<ul style="list-style-type: none"> <li>● Teacher and students discuss expressive intent and originality in interpretation through analyzing key performances of famous musicians.</li> <li>● Students reflect upon their personal interpretations and experiment with degrees of expressive intent.</li> <li>● Teacher provides strategies to use when practicing a piece to ready it for performance.</li> <li>● Students rehearse and refine their performance.</li> <li>● Teacher provides descriptive feedback to students to aid in their self-analysis.</li> <li>● Students collaboratively develop rubric to be used for evaluating their individual performances.</li> <li>● Students may elect to perform for each other and coach one another.</li> <li>● Teachers will expect a wide range of skill levels in creativity, and allow students to tailor their compositions accordingly.</li> <li>● Teacher demonstrates musical form and compositional techniques.</li> <li>● Students practice newly learned techniques and begin to create their compositions.</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and</p>	
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	<p>materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Suggested book: Alfred's Basic Adult Piano Course Level One</p>	
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# Subject: General Music Grade 7

## Unit 2: Jazz

Stage 1 Desired Results		
	<i>Transfer</i>	
<p>ESTABLISHED GOALS</p> <p>MU:Re7.2.7b: Identify and compare the context of music from a variety of genres, cultures, and historical periods</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Perceive and analyze artistic work</li> <li>● Evaluate and refine selected musical ideas to create musical works that meet appropriate criteria.</li> </ul>	
	<i>Meaning</i>	
<p>MU:Re7.1.7a: Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</p> <p>MU:Cr3.1.7a Evaluate their</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How does understanding the structure and context of music inform a response?</p> <p>How do individuals choose music to experience?</p> <p>How do musicians improve the quality of their creative work?</p>

<p>own work, applying selected criteria such as appropriate application of elements of music, including style, form, and use of sound sources.</p>	<p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	
<b>Acquisition</b>		
<p>CCSS.ELA.Literacy .Whst.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>● context</li> <li>● genres</li> <li>● culture</li> <li>● historical periods</li> <li>● form</li> <li>● expressive intent</li> <li>● contrasting styles</li> <li>● expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing)</li> <li>● purpose</li> <li>● style</li> <li>● left-hand style</li> <li>● chords</li> <li>● harmonic progression</li> <li>● Styles of Jazz: Blues, Ragtime, Dixieland, Big Band, Swing, Bebop, Cool, Free, Fusion, scat, improvisation and syncopation.</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● comparing</li> <li>● interpreting other's music</li> <li>● discussing opinions</li> <li>● offering feedback</li> <li>● self-reflecting</li> <li>● refining composition</li> <li>● selecting music</li> <li>● identifying jazz styles</li> <li>● rhyming lyrics</li> </ul>

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>A unit test using listening examples studied.</p> <p>Demonstrating an understanding of elements of music found in different styles of jazz.</p> <p>Creating an original blues song</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <ol style="list-style-type: none"> <li>1. Listening to examples of contrasting styles of jazz and labeling them.</li> <li>2. Using a rubric, evaluate their success at creating lyrics in a blues style.</li> </ol>
Meaning	<p>Explaining personal choice, using music vocabulary correctly</p>	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their independent projects.</p>

### Stage 3 – Learning Plan

Stage 3 – Learning Plan	
<b>Code</b>	<i>Pre-Assessment</i>
Meaning	Teachers will check students' prior knowledge with listening examples developed by general music teachers at the middle school.
Meaning	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● Teacher will introduce students to the origins and history of jazz, and demonstrate an understanding of its relationship to American society.</li> <li>● With teacher guidance, students will learn to identify and compare the various styles of jazz and the associated historical context of each, based upon recognition of the musical elements used.</li> <li>● Using examples of famous musicians and composers from different jazz eras, students will collaboratively practice their new learning by analyzing the jazz music they hear.</li> <li>● Teacher will introduce students to various styles/components of jazz, including: Blues, Ragtime, Dixieland, Big Band, Swing, Bebop, Cool, Free, Fusion, scat, improvisation and syncopation.</li> </ul>
Transfer	
T	
M	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> </ul>

<p>T</p> <p>A,T,M</p>	<ul style="list-style-type: none"> <li>● Students will demonstrate their ability to identify and compare varying styles of jazz.</li> <li>● To experience the creativity required of jazz musicians, with teacher guidance, students will learn to: <ul style="list-style-type: none"> <li>● Play the C-blues and Eb-blues pentatonic scale and improvise on these notes.</li> <li>● Perform rhythmic patterns containing syncopation.</li> <li>● Writing blues lyrics</li> <li>● Performing their blues song</li> </ul> </li> </ul> <p>Extensions:</p> <ul style="list-style-type: none"> <li>● Perform a typical 12-bar blues chord progression on the keyboard.</li> <li>● Create an arrangement of a blues melody.</li> <li>● Improvise, alone and collectively, over a given accompaniment.</li> </ul> <p>Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	
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	<ul style="list-style-type: none"><li><a href="#">Jazz CD Music</a></li><li><a href="#">Jazz Test Audio</a></li><li><a href="#">Jazz</a></li><li><a href="https://everynoise.com/engerenmap.html#updates">https://everynoise.com/engerenmap.html#updates</a></li><li><a href="#">An Abridged History of...</a></li></ul>	
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 8 General Music

April 2024

Do Not Distribute Not BOE Approved

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean Barile

Eric Hansell

Sarah Herring

Brian McCauley

**Superintendent of Schools**

Dr. Janet Parlato

**Assistant Superintendent**

Ms. Holly Hollander

**Author of Course Guide**

Diana Beddows

## Program Overview

The General Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

**The 2014 Music Standards are all about *Music Literacy*.** The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The standards cultivate a student's ability to carry out the three Artistic Processes of Creating, Performing, and Responding.

These are the processes that musicians have followed for generations, even as they connect through music to themselves and their societies. And isn't competence in Creating, Performing, and Responding what we really want for our students? Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: "Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning."

The attainability of this curriculum is based upon the current schedule of every other day for one forty minute class for a semester.

### Course Description

General Music in Grade 8 is designed to give students not involved in band, chorus, or orchestra an opportunity to perform, create, and respond to music. These are the three anchor standards for all arts classes, as adopted by the State Board of Education in October 2016. To ensure our general music students have guaranteed opportunities to engage in these three processes, this curriculum engages them in responding to and creating music for film, and performing on the guitar.

### Major Units and Pacing Guides

All units are designed to last one marking period, or approximately 9 weeks/22 class periods.

Unit 1: Music and Film

Unit 2: Guitar Performance

# Subject: General Music

## Grade 8

### Unit 1: Music and Film

#### Stage 1 Desired Results

Stage 1 Desired Results					
<p><b>ESTABLISHED GOALS</b></p> <p>MU:Cr2.1.8b: Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Re7.2.8a: Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>MU:Re8.1.8b: Support personal interpretation of contrasting programs of music and explain how creators or</p>	<i>Transfer</i>				
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Organize and develop artistic ideas and work</li> <li>Perceive and analyze artistic work</li> <li>Interpret intent and meaning in artistic work.</li> </ul>				
	<i>Meaning</i>				
	<table border="1"> <thead> <tr> <th><b>UNDERSTANDINGS</b></th> <th><b>ESSENTIAL QUESTIONS</b></th> </tr> </thead> <tbody> <tr> <td> <p><i>Students will understand that...</i></p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> </td> <td> <p>How do musicians make creative decisions?</p> <p>How do individuals choose music to experience?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> </td> </tr> </tbody> </table>	<b>UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<p><i>Students will understand that...</i></p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p>How do musicians make creative decisions?</p> <p>How do individuals choose music to experience?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p>
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<p>performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>CCSS.ELA.Literacy .Whst.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● rhythmic phrases</li> <li>● melodic phrases</li> <li>● harmonic phrases</li> <li>● genres</li> <li>● form</li> <li>● expressive intent</li> <li>● contrasting styles</li> <li>● expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing).</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● reading and writing standard and/or iconic notation</li> <li>● generating musical ideas</li> <li>● comparing....</li> <li>● interpreting other's music</li> <li>● discussing</li> <li>● reflecting</li> <li>● refining</li> <li>● applying feedback.</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>At least a thirty-second audio composition to accompany a video recording to demonstrate expressive intent, use of digital tools, and originality, and self-reflection.</p> <p>Understanding demonstrated through analysis of recordings and proper use of vocabulary necessary for success at this task.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <ol style="list-style-type: none"> <li>1. Create original music to a selected video recording to convey expressive intent and contrasting styles</li>   <li>2. Unit test of vocabulary and listening examples.</li> </ol>
Meaning	<p>Explaining personal choice, using music vocabulary correctly.</p>	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their original compositions.</p>



### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning Acquisition	Teachers will check students' prior knowledge with a GarageBand and iPad assessment developed by general music teachers at the middle school.	
Acquisition , Meaning  Meaning  Meaning  A,M  M  M  M  A,M	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● Teacher will use musical examples to demonstrate the uses of musical elements for emotional context and expressive intent.</li> <li>● Students and teacher discuss how music affects their emotions through creative use of the elements of music.</li> <li>● Teacher demonstrates how form and structure can relate to the expressive qualities.</li> <li>● Students investigate and experiment with the demonstrated ideas and receive feedback.</li> <li>● Teacher will demonstrate how to create music to a selected video clip.</li> <li>● Students will analyze scenes from, but not limited to, film, musicals, opera, and video games to understand how music can be used to portray emotions.</li> <li>● Students will analyze and discuss with peers how the music can affect the audience, demonstrating their comprehension using correct music vocabulary.</li> <li>● Students will browse in Bandlab for loops to convey their expressive intent, such as short and loud, or dreamy</li> <li>● Using <a href="https://www.wevideo.com/video-creation/online-video-editor">https://www.wevideo.com/video-creation/online-video-editor</a></li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> <li>● Peer to peer coaching</li> <li>● Student reflection</li> </ul>

A,T, M	<p>students can create music to their own videos</p> <ul style="list-style-type: none"> <li>• Students will create short compositions using student choice of digital tools, percussive instruments, and/or found sounds.</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Suggested resource:  <a href="https://edu.bandlab.com">https://edu.bandlab.com</a></p>	
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# Subject: General Music Grade 8

## Unit 2: Guitar Performance

### Stage 1 Desired Results

<b>Stage 1 Desired Results</b>	
<p><b>ESTABLISHED GOALS</b></p> <p>MU:Pr5.1.8a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>MU:Pr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments</p>	<i>Transfer</i>
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Generate and conceptualize artistic ideas and work.</li> </ul>
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<i>Meaning</i>
	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians improve the quality of their performance?</p> <p>How do musicians generate creative ideas?</p>

<p>within expanded forms (including introductions, transitions, and codas) that convey expressive intent</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>CCSS.ELA-Literacy.whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic.</p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Notation</li> <li>● Technical skill</li> <li>● Interpretation</li> <li>● originality</li> <li>● rehearse</li> <li>● refine</li> <li>● improvement over time</li> <li>● emotional impact</li> <li>● rhythmic phrases</li> <li>● melodic phrases</li> <li>● harmonic phrases</li> <li>● form</li> <li>● expressive intent</li> <li>● expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing).</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Working collaboratively</li> <li>● Reading and writing standard and/or iconic notation</li> <li>● Generating musical ideas</li> <li>● Performing on keyboard</li> <li>● Interpreting other’s music</li> <li>● Discussing</li> <li>● Reflecting</li> <li>● Refining</li> <li>● Applying feedback.</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Performing a song on the guitar, proper hand technique, steady beat, note accuracy and rhythm accuracy.</p> <p>Composition using form, notation accuracy, and originality.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Accompanying a song with chords, evaluating their success against a collaboratively-developed rubric.</p> <p>Create and notate a song using personally generated musical ideas including a chord progression that follows the form of a pop song.</p>
Meaning	<p>Explaining personal choice, using music vocabulary correctly.</p>	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their independent projects.</p>

**Stage 3 – Learning Plan**

<b>Code</b>	<b><i>Pre-Assessment</i></b>	
Meaning	Teachers will check students prior knowledge with guitar and music literacy assessment developed by general music teachers at the middle school.	
Acquisition  Acquisition  Meaning   Acquisition  A  M  M  A,T,M	Summary of Key Learning Events and Instruction <ul style="list-style-type: none"> <li>● Students will review and/or learn the fundamentals of music theory required to perform on the guitar.</li> <li>● Students will demonstrate an understanding of various music symbols and standard musical notation.</li> <li>● Teacher models how to evaluate performances of accomplished musicians to conceptualize what a good performance sounds like and strategize the components involved in preparing a song for performance.</li> <li>● Students discover and identify parts and open string note names of a guitar.</li> <li>● Teacher demonstrates proper posture and hand positions for playing guitars.</li> <li>● Teacher demonstrates the use of frets to create different chords.</li> <li>● Teacher demonstrates chords as a function of tonality and musical form/progression.</li> <li>● Students begin playing simplified chords with one finger: simple C, simple G7,</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● Rubric</li> <li>● Listening journal</li> </ul>

A,T,M	and accompany themselves as they sing simple folk songs.	
M	<ul style="list-style-type: none"> <li>• Teacher demonstrates a variety of chords, including but not limited to: C, G, D, A minor, F.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>• Students practice identifying and performing chords.</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Teacher demonstrates how the order of the chords creates a form and function, or chord progression.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>• Students experiment and practice with the newly learned techniques and receive feedback.</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Teacher provides strategies to use when practicing a piece to ready it for performance.</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Students rehearse a variety of songs and refine their performance.</li> </ul>	
A,T,M	<ul style="list-style-type: none"> <li>• Teacher provides descriptive feedback to aid in their self-analysis.</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Students collaboratively develop rubric to be used for evaluating their individual performances.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• Students elect to perform for each other and coach each other.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• Teacher and students discuss how song writers generate original ideas using Power Chords as the vehicle for composing.</li> </ul>	
T	<ul style="list-style-type: none"> <li>• Students brainstorm and then experiment with various creative inspirations for their compositions.</li> </ul>	
T	<ul style="list-style-type: none"> <li>• Teachers will expect a wide range of skill levels in creativity, and allow students to tailor their compositions accordingly.</li> </ul>	

<p>M</p> <p>A,T,M</p>	<p>For example, some students can play the bass line, and some students can improvise.</p> <ul style="list-style-type: none"> <li>● Teacher demonstrates musical form and compositional techniques.</li> <li>● Student practice newly learned techniques and begin to create their compositions.</li> </ul> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Essential resources: Guitar for each student, sound system, smartboard, music stand or desktop stand, tuners.</p>	
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Introduction to Acting Grade 8

April 2024

Do Not Distribute Not BOE Approved

**New Milford Board of Education**

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

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## Program Overview

The Introduction to Acting Curriculum grade 8 provides a sequential study for students using these overarching artistic processes: create, perform, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016. According to the Educational Theatre Association, the mission of teaching theater, and specifically for this course, acting, is to “build a global community of creative problem-solvers, effective collaborators, and empathetic individuals through theater.” Furthermore, EdTA adds, “the impact of a quality theater education goes beyond the known intrinsic values of collaboration, cooperation, and communication. Theatre builds empathy in young adults, allows them to explore diverse perspectives, and challenges their thinking and the way they perceive the world around them. These are skills that will enrich humanity.”

Framed around the anchor standards of the other art forms in the NMPS district, Intro to Acting begins with Create, Perform, Respond, and Connect. Flowing out of these anchor standards are elements and principles which may be used to focus instruction. These elements are storytelling/communication, expressive interpretation, conflict relationship, transformation/conversion, and exploration/improvisation. It is easy to notice the direct connections to social and emotional learning this course will provide. Arranged in a sequence of instruction, the anchor standards and elements are designed to produce theater literate humans who can participate in and enjoy theater throughout their lives.

The attainability of this curriculum is based upon the current schedule of every other day for one forty minute class for a semester.

### Course Description

Intro to Acting encourages students to become self-aware through identifying their own emotions, requires they grow in self-management as they function in a less formal environment, develops social awareness as they adjust to others in the ensemble, fosters relationship building as they collaborate to achieve a goal, and responsible decision making as they take on the inner thoughts of characters to express them through storytelling.

### Major Units and Pacing Guides

These units are designed to build upon each other, possibly culminating in the Model Cornerstone Assessment (MCA) as developed by the National Coalition for Core Arts Standards. This class is designed as a one semester course with one forty minute class meeting every other day.

Overlapping units include:

- Ensemble building
- Character development

Although each unit has a performance task embedded within it, this course could easily culminate in the Model Cornerstone Assessment as a further Performance Task:

<https://www.nationalartsstandards.org/sites/default/files/2021-11/Theatre%208th%20grade%20A%205-14-14.pdf>

# Subject: Intro to Acting

## Grade 8

### Unit 1: Ensemble Building

#### Stage 1 Desired Results

Unit 1: Ensemble Building															
Stage 1 Desired Results															
<p>ESTABLISHED GOALS</p> <p>TH:CR2-8a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theater work.</p> <p>TH:CR2-8b. b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theater work</p>	<p><i>Transfer</i></p>														
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Organize and develop artistic ideas and work through the theater elements of exploration, research, and improvisation.</li> </ul>														
	<p><i>Meaning</i></p>														
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></th> <th style="text-align: left; padding: 5px;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Theater artists work to discover different ways of communicating meaning.</td> <td style="padding: 5px;">How does cooperation support theater-making?</td> </tr> <tr> <td style="padding: 5px;">To build an ensemble, actors must develop trust, support one another, and cooperate with each other.</td> <td style="padding: 5px;">How might theater artists create a safe atmosphere to take creative risks?</td> </tr> <tr> <td style="padding: 5px;">Actors require a safe space in which they can relax and experiment.</td> <td style="padding: 5px;">Why do we need to be an ensemble?</td> </tr> <tr> <td style="padding: 5px;">The creative ideas, concepts, and feelings that influence an actor's work emerge from a variety of sources, such as expertise, context, and expressive intent.</td> <td style="padding: 5px;">How do actors improve the quality of their performance? How, when, and why do theater artists' choices change?</td> </tr> <tr> <td></td> <td style="padding: 5px;">How do actors generate creative ideas?</td> </tr> <tr> <td></td> <td style="padding: 5px;">How do we discern the playwright's meaning?</td> </tr> </tbody> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	Theater artists work to discover different ways of communicating meaning.	How does cooperation support theater-making?	To build an ensemble, actors must develop trust, support one another, and cooperate with each other.	How might theater artists create a safe atmosphere to take creative risks?	Actors require a safe space in which they can relax and experiment.	Why do we need to be an ensemble?	The creative ideas, concepts, and feelings that influence an actor's work emerge from a variety of sources, such as expertise, context, and expressive intent.	How do actors improve the quality of their performance? How, when, and why do theater artists' choices change?		How do actors generate creative ideas?		How do we discern the playwright's meaning?
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<p>CCSS.ELA-Literacy. whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic</p>	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● ensemble</li> <li>● self-awareness</li> <li>● relaxation</li> <li>● tension</li> <li>● safe space</li> <li>● eye contact</li> <li>● experimentation</li> <li>● character</li> <li>● reflection</li> <li>● focus</li> <li>● meaning</li> <li>● breath</li> <li>● voice</li> <li>● actor</li> <li>● studio</li> <li>● blocking</li> <li>● upstage</li> <li>● habits of mind</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● communicating through body, face, and voice</li> <li>● exploring ideas</li> <li>● generating original ideas</li> <li>● improving observation</li> <li>● improvising words</li> <li>● making room for others onstage</li> <li>● collaborating to develop ensemble</li> <li>● demonstrating mutual respect for self and others</li> <li>● contributing ideas</li> <li>● incorporating the ideas of others into work</li> <li>● comparing ideas of peers to make decisions</li> <li>● journal writing</li> </ul>	
<b>Stage 2 – Evidence</b>		
Code	Evaluative Criteria	Assessment Evidence



<p>A,T,M</p>	<p>Is correct theater vocabulary being used?</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Ensemble building over time through collaboratively writing a rubric which they will use to score themselves as a class on their growing abilities to work together.</p> <p>Alternatively, students will pass a chain note around the room and respond to: How are cooperation, collaboration and ensemble related? Be specific using observations of peers.        *This exercise can begin with an observation by the teacher. The teacher writes the observation in the note, and passes it on to the students who demonstrated the observation. At that point, it is the student who receives the chain letter's responsibility to make an observation of a peer and pass it on to them. This assessment may take several days to complete</p>
<p>A,T,M</p>	<p>Does each person have a role?        Is the role well-rehearsed?        Are the characters believable?        Does the story have a beginning, middle, and end (if original)?        Is there emotion?</p>	<p>OTHER EVIDENCE:</p> <p>Small group chorus (ensemble) presentations.</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students' prior knowledge with acting by asking them to write in their journals what they think an actor does, avoiding the word “acting”, and what is theater?	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Transfer	<p>Lessons to include these guaranteed experiences:</p> <p>Teacher and students discuss norms of behavior for the class and write class rules. Teacher establishes routines for each successive class. to include</p> <ul style="list-style-type: none"> <li>● journal writing</li> <li>● journal sharing</li> <li>● physical warm-up</li> <li>● vocal warm-up</li> <li>● imagination warm-up</li> <li>● main idea activity</li> <li>● closing ritual</li> <li>● reflection to be written after class and shared at the next class.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will get feedback from teacher during and after each activity</li> <li>● Assessing student interactions and responses to each activity</li> <li>● Teacher notes if modifications are necessary or challenges noticed</li> <li>● What evidence is there that students enjoyed the lesson?</li> <li>● Teacher provides side coaching and support</li> <li>● One-on-one instruction</li> <li>● Peer coaching</li> <li>● Teacher looks for progress by noticing how often theater vocabulary is being used</li> </ul>
Meaning		
A,T,M	<p>Name Game with Physical Movement</p> <p><a href="#">Pass the Clap</a></p> <p><a href="#">Clap, Snap Rhythm to Pass Names</a></p> <p><a href="#">Me You, You Me</a></p>	
A,T,M	<p>Warm-ups from Trinity College, London:</p> <p><a href="#">Keeper of the Keys</a></p> <p><a href="#">Honey, I Love You but I Just Can't Make you Smile</a></p> <p><a href="#">Look Up, Look Down</a></p>	

A,T,M	<p><a href="#">Elephant, Palm Tree, Jelly</a>  <a href="#">Bomb and Shield</a>  <a href="#">Zip, zap, boing</a>  <a href="#">Stop, Go, Jump, Clap</a>  <a href="#">Yee-ha!</a>  <a href="#">The director's theater</a>  <a href="#">Torpedoes</a>  <a href="#">Splat</a></p> <p>Warm-ups from Beat by Beat Press</p> <p>Tongue Twisters (The Ultimate List!)  Introductions &amp; Applause  Bippity Bippity Bop  Zip Zap Zop!  Name Game  "Lap, Lap, Clap, Snap!"  Whoosh!  Splat!  Bomb and Shield  Pass the Sound  Look and Scream  Keeper of the Keys  Alien, Tiger, Cow  Greetings  Toilet Paper Icebreaker  Name Chant  Shake It Off  Zombie Name Game  Meet My Friend...  Drawing Introduction  Dance Your Name  Malapropism  Ninja Star, Baby Kitten, Angry  Chihuahua  Two-Headed Monster Dance  Clap, Snap, Stomp  Do Nothing</p>	
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<p>A,T,M</p>	<p><a href="#">MeYouYouMe Name Game</a></p> <p>Team Building (Ensemble Building) from Beat By Beat Press:</p> <p><a href="#">Human Knot</a>  <a href="#">One Word Story</a>  <a href="#">Conducted Story</a>  <a href="#">Walking Blind (Trust Exercise #1)</a>  <a href="#">Falling Backward (Trust Exercise #2)</a>  <a href="#">Passed Around (Trust Exercise #3)</a>  <a href="#">Exploring the Space</a>  <a href="#">"Do You Love Your Neighbor?"</a>  <a href="#">Group Count (1 to 10)</a>  <a href="#">Group Shape</a>  <a href="#">Wizards, Giants, Goblins</a>  <a href="#">Give and Take</a>  <a href="#">Toy Boat</a>  <a href="#">Balancing Plate</a>  <a href="#">Towel Crossing</a>  <a href="#">Minefield</a>  <a href="#">Islands</a>  <a href="#">String Shapes</a>  <a href="#">Affirmation</a>  <a href="#">People, Shelter, Storm</a>  <a href="#">Spy, Crush, Hate</a>  <a href="#">Index Card</a>  <a href="#">A Fine, Fine Line</a>  <a href="#">Reflection Web</a>  <a href="#">Paper Affirmation</a>  <a href="#">Paper Airplane Introduction</a>  <a href="#">The Truth About Me</a></p> <p>Team Building Games from Trinity College, London:  <a href="#">Count to Twenty</a></p>	
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A,T,M	<a href="#">Group Juggling</a> <a href="#">Anyone who...?</a> <a href="#">The Empty Chair</a> <a href="#">Who's Changing the Movement?</a> <a href="#">Human Machine</a> <a href="#">Counting one, two, three</a>	
A,T,M	<p>Possible opening ritual journal writing ideas for this unit:</p> <p>What advice would you give one of the characters in a book you read over the summer?</p> <p>What advice would you give a peer who might be hesitant to take this drama class?</p> <p>By the end of this class, you will be better at...</p> <p>What is a safe space?</p> <p>Describe in great detail the place where you feel the most safe.</p> <p>How do individuals fit into an ensemble?</p> <p>How is your ensemble remembering what to do without talking?</p>	
M	<p>Teacher introduces by modeling relaxation techniques to develop proper breathing required for the stage.</p>	
A,M	<p>Teacher and students practice together breathing with the addition of Laban body shapes.</p>	
A,M	<p>Teacher and students raise individual awareness of body tension through exploration of Leqoc's Seven Levels of Tension.</p>	
A,T,M	<p>Teacher and students play theater games to awaken the imagination, such as:</p>	

<p>M</p> <p>M</p> <p>A,T,M</p>	<p>Scarf Transformation</p> <p>Wizard</p> <p>Strike a Pose and Justify</p> <p>Pass a REAL tennis ball</p> <p>Pass an IMAGINARY tennis ball</p> <p>Shake Out</p> <p>Flocking</p> <p>Mirrors</p> <p><b>Monsters</b> Chairs scattered around open space. One monster, and one empty chair. All others take seats. Monster starts in corner of room and walks one foot in front of other to the empty chair. Others attempt to steal or keep chair from monster. We want to see struggle, joy, pain, agony.</p> <p>Quick change</p> <p>Slow Motion Emotion</p> <p>Toe to Toe</p> <p>Group Shape</p> <p>Trust Exercises</p> <p>One Word Story</p> <p>Give and Take</p> <p>Teacher (from Havard’s Project Zero.) introduces students to Studio Habits of the Mind as a means of student self-reflection for possible avenues of personal growth.</p> <p>Teacher tells students we will begin our first collaborative project that will require us to work as an ensemble. Teacher invites students to respond on a defined wall space to the essential question. For example, each day they may specifically answer, "How, when or why did their artistic choices change?" This will also encourage wide awake and alert observations from students in all exercises.</p>	
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	<p>Possible ideas for student reflection following class, to be written in their journals:</p> <ul style="list-style-type: none"> <li>● This week, observe the people around you, including family, friends, teachers, and strangers. Choose one interesting person and write three sentences describing them.</li>   <li>● Why is it important to work as an ensemble? What other activities are you involved in that requires work as an ensemble?</li> <li>● Think about a time in your life in which you were part of a weak ensemble and describe it. Think about a time you were part of a strong ensemble and describe it.</li> <li>● Using the sentence starters in Studio Habits of the Mind section “Stretch and Explore”, students write a reflection.</li> <li>● Using the sentence starters in Studio Habits of the Mind section “Engage and Persist”, students write a reflection.</li> <li>● Using the sentence starters in Studio Habits of the Mind section “Develop Craft, Understand the Art World, or Observe”, students write a reflection.</li> </ul> <p>Resources:</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>This class will need a large enough classroom to accommodate free movement as well as a stage, SMARTBoard or equivalent, and sound</p>	
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system with microphone and speakers in functioning condition.

<http://dramamenu.com/>

<https://www.youtube.com/@DramaMenu>

<https://www.dramanotebook.com/>

Book by Kristin Linkletter, "Freeing the Natural Voice", revised and expanded, c. 2006

Book by Barbara Adrian, Actor Training the Laban Way: An Integrated Approach to Voice, Speech, and Movement Paperback – Illustrated, October 14, 2008

[Educational Theatre Association](#)

<https://spolingamesonline.org/> (theater games by Viola Spolin)

<https://dramaresource.com/seven-levels-of-tension/>

Artistic Habits of the Mind (from Project Zero, Harvard University)

[https://www.studiothinking.org/uploads/1/1/7/5/117528172/shom\\_resource.pdf](https://www.studiothinking.org/uploads/1/1/7/5/117528172/shom_resource.pdf)

Drama Games (free)

<https://bbbpress.com/dramagames/#>

[Drama games - Stop, go, jump, clap!.pdf](#)

<https://resources.trinitycollege.com/en/drama-games>



# Subject: Intro to Acting Grade 8

## Unit 2: Character Development

### Stage 1 Desired Results

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>TH: Cr1.1.8c Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theater work.</p> <p>TH:Cr.1.8b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theater work.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Generalize and conceptualize artistic ideas and work.</p> <p>Refine and complete artistic work.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Theater artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theater artists refine their work and practice their craft through rehearsal.</p> <p>Theater artists use exploration and improvisation to interpret a character.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?</p> <p>How do theater artists transform and edit their initial ideas?</p> <p>How do actors make creative decisions?</p> <p>Why do some combinations of voice and physicality work better than others?</p> <p>How do I improve my work?</p> <p>What am I imagining that I want to portray?</p> <p>How does understanding the structure and context of the story inform my response?</p> <p>How can I use theater games to develop and/or refine my character?</p>

CCSS.ELA.Literacy. Whst.6-8.2 Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes.		How might an actor establish the where, who and what of a scene?
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>● character</li> <li>● emotions</li> <li>● objectives</li> <li>● tactics</li> <li>● environment</li> <li>● storytelling</li> <li>● pantomime</li> <li>● voice</li> <li>● movement</li> <li>● space</li> <li>● status</li> <li>● rehearsal</li> <li>● storytelling</li> <li>● conflict</li> <li>● resolution</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>● envisioning a character</li> <li>● articulating the character's inner thoughts</li> <li>● articulating the character's inner motives</li> <li>● articulating the character's inner motivations</li> <li>● improvising a character</li> <li>● discussing reasons behind their artistic choices</li> <li>● refining their physical traits of characters</li> <li>● refining vocal trait of characters</li> <li>● refining physiological traits of characters</li> <li>● following directions</li> <li>● rehearsing</li> </ul>
<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>

<p>A,T,M</p>	<p>To what extent does your character sound believable on paper?</p> <p>To what extent are the artistic choices authentic?</p> <p>To what extent can the student explain the thinking (intent) behind their musical choices?</p> <p>To what extent is the finished product considered successful?</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>creating a character FaceBook profile and then becoming that new character.</p> <p>The profile will include:</p> <ul style="list-style-type: none"> <li>• age, gender, place of birth, hair color, eye color, weight, hobbies/interests, favorite music, favorite movie, your biggest dream, your biggest fear, someone you look up to, your deepest secret, your best friend, what to do if you had a dy to yourself, current job, former job(s), do you like your job and why or why not?, education, and members of which groups</li> </ul> <p>Students are encouraged to walk and become their characters as they walk around the room as a group. The teacher (or guest) will say freeze, and approach a character to ask a question. The class will listen, and then continue walking as their character.</p> <p>Students will provide feedback to one another with the purpose of refining their characters.</p> <p>Students next walk on the stage in pairs. The teacher will provide a specific setting/situation. The two students must improvise a short scene as their characters.</p>
<p>Meaning</p>	<p>Explaining personal choice, using music vocabulary correctly.</p>	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in written reflection to discuss the relationship between creating a FaceBook profile and the portrayal of their character. Did writing the profile help your portrayal or make it easier?</p> <p>If time permits, the final culminating project would be the Model Cornerstone Assessment, which consists of students creating an original plot and characters through improvisation.</p>

**Stage 3 – Learning Plan**

<b>Code</b>	<i>Pre-Assessment</i>	
Meaning	Teachers will check students' prior knowledge with a digital tools assessment developed by general music teachers at the middle school.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Transfer	Lessons to include these guaranteed experiences:  Teacher and students discuss norms of behavior for the class and write class rules. Teacher establishes routines for each successive class. to include	<ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> </ul>
Meaning	<ul style="list-style-type: none"> <li>● journal writing</li> <li>● journal sharing</li> <li>● physical warm-up</li> <li>● vocal warm-up</li> <li>● imagination warm-up</li> <li>● main idea activity</li> <li>● closing ritual</li> <li>● reflection to be written after class and shared at the next class.</li> </ul>	
A,M	<p>Possible ideas for journal writing at the beginning of class:</p> <p>How might research help you create your character for this piece?</p> <p>What do you expect from an audience?</p> <p>What are the steps used to brush your teeth?</p> <p>Be specific and use details!</p>	

	<p>What music would you use to underscore brushing your teeth? Why?</p> <p>Look at the brushing your teeth steps and list all the things your senses experience in the process.</p> <p>How might you brush your teeth differently at night as opposed to the morning? Which version have you been writing about?</p> <p>What does “improvise” mean?</p> <p>What are some ways you can establish place when in an improvisation?</p> <p>Why might pantomime be important when improvising?</p> <p>What is your least favorite drama game? Why?</p> <p>Write a list of the things that make you tense. Then write a list of things or reasons you feel pressure to act quickly.</p> <p>Possibility Break out of Shell Drama Games from Beat by Beat Press:</p> <p><a href="#">Hot Spot</a></p> <p><a href="#">Conveyor Belt</a></p> <p><a href="#">Sound and Motion</a></p> <p><a href="#">Enemy &amp; Protector</a></p> <p><a href="#">Ducks and Cows</a></p> <p><a href="#">Exaggeration Circle</a></p> <p><a href="#">Yes, No, Please, Banana</a></p> <p><a href="#">Deer!</a></p>	
A,T,M	<p>Improv drama games from Beat by Beat Press:</p> <p><a href="#">Emotion Party</a></p> <p><a href="#">Hitchhiker</a></p> <p><a href="#">The Expert</a></p> <p><a href="#">Talk Show Expert</a></p> <p><a href="#">3 Television Channels</a></p>	

<p>A,T,M</p>	<p> <a href="#">Status Exercise</a>  <a href="#">Grab a Slip!</a>  <a href="#">Gibberish Interpreter</a>  <a href="#">Gibberish Conversation</a>  <a href="#">Alphabet Conversation</a>  <a href="#">Yes, Let's</a>  <a href="#">Stand, Sit, Bend</a>  <a href="#">A Night at the Oscars</a>  <a href="#">Superheroes!</a>  <a href="#">Scene From Real Life</a>  <a href="#">Coffee House</a>  <a href="#">Fast Forward/Rewind (DVR)</a>  <a href="#">Split Screen</a>  <a href="#">Fortunately, Unfortunately</a>  <a href="#">Helping Hands</a>  <a href="#">Slide Show</a>  <a href="#">Relationship Blitz</a>  <a href="#">Lie to Me</a>  <a href="#">Word Circle Improv</a>  <a href="#">MacGyver</a>  <a href="#">Questions</a>  <a href="#">Three Words</a>  <a href="#">Superfans</a>  <a href="#">Emotional Transfer</a>  <a href="#">Moose!</a>  <a href="#">Affect the Player</a> </p> <p>Possible Improv Drama Games from Trinity College:</p> <p><a href="#">Freeze</a></p> <p><a href="#">Object in a Circle</a></p> <p><a href="#">On the Bus</a></p>	
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<p>M</p> <p>M</p> <p>A,T,M</p> <p>M</p>	<p><a href="#">What are you doing?</a></p> <p><a href="#">I've got some news....</a></p> <p><a href="#">Yes, let's...</a></p> <p>Teacher explains objectives and tactics, and their importance when acting.</p> <p>Teacher and students discuss things to consider when creating a fully developed character and scene.</p> <p>Students explore the inner thoughts of characters through games such as:</p> <p><a href="#">I Like your hat!</a></p> <p><a href="#">Animal stories</a></p> <p><a href="#">Hot seating</a></p> <p><a href="#">Status bridge</a></p> <p>Teacher explains that Improvising is an excellent way to explore ideas and encourage creativity in students.</p>	
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A,T,M	<p>Students use Improvisation games to become immersed in the moment and better relate to a situation. Responding to stimuli through improvisation is also a key rehearsal skill</p>	
M	<p>Possible ideas for student reflection following class, to be written in their journals:</p> <ul style="list-style-type: none"> <li>● Why do we need interesting characters?</li> <li>● Choose one interesting person in your life and write down his/her characteristics in detail.</li> <li>● Make a list of five characters you are drawn to in books, TV, or film. Describe why.</li> <li>● Observe your family tonight and write down three objectives you saw them working towards. Then write down one tactic they used. Did it work?</li> <li>● Sketch faces from as many different emotions as you can think of.</li> <li>● Choose an interesting environment you've visited and describe it in detail. Describe the colors, shapes, sounds, smells, and overall feel/vibe.</li> </ul>	
A,T,M	<p>Teacher instructs the students on the specifics involved in the Model Cornerstone Assessment.</p> <p>Resources: All Resources and materials must adhere to all New Milford Board of Education policies and</p>	



	<p>regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>This class will need a large enough classroom to accommodate free movement as well as a stage, SMARTBoard or equivalent, and sound system with microphone and speakers in functioning condition.</p> <p><a href="http://dramamenu.com/">http://dramamenu.com/</a>  <a href="https://www.youtube.com/@DramaMenu">https://www.youtube.com/@DramaMenu</a>  <a href="https://www.dramanotebook.com/">https://www.dramanotebook.com/</a></p> <p>Book by Kristin Linkletter, "Freeing the Natural Voice", revised and expanded, c. 2006</p> <p>Book by Barbara Adrian, Actor Training the Laban Way: An Integrated Approach to Voice, Speech, and Movement Paperback – Illustrated, October 14, 2008</p> <p><a href="#">Educational Theatre Association</a></p> <p><a href="https://spolingamesonline.org/">https://spolingamesonline.org/</a> (theater games by Viola Spolin)</p> <p><a href="https://dramaresource.com/seven-levels-of-tension/">https://dramaresource.com/seven-levels-of-tension/</a></p> <p>Artistic Habits of the Mind (from Project Zero, Harvard University)  <a href="https://www.studiothinking.org/uploads/1/1/7/5/117528172/shom_resource.pdf">https://www.studiothinking.org/uploads/1/1/7/5/117528172/shom_resource.pdf</a></p> <p>Drama Games (free)</p>	
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	<p><a href="https://bbbpress.com/dramagames/#">https://bbbpress.com/dramagames/#</a> Drama games - Stop, go, jump, clap!.pdf</p> <p><a href="https://resources.trinitycollege.com/en/drama-games">https://resources.trinitycollege.com/en/drama-games</a></p>	
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



6th Grade - Intro to Digital Media

April 2024

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Intro to Digital Media

### Grade 6

A brief description of the course..

"Intro to Digital Media" is a 6th grade course designed to introduce students to the world of digital learning applications. In this course, students will learn how to use Word Processors, Spreadsheets, Presentations, and Graphic programs to their fullest potential. Through hands-on activities and engaging lessons, students will develop the digital learning skills necessary to succeed in today's technology-driven world. The course will focus on problem identification, information curation, solution design, and collaboration, all essential elements of digital pedagogy. By incorporating real-world issues and authentic problem-solving, students will have the opportunity to apply their digital learning skills in meaningful ways. This course is designed to help students develop the digital age skills, capacities, and knowledge that will serve them well in their academic and professional lives.



## Pacing Guide

Introduction to Digital Media is a semester long course for students in Grade 6.  
This 45 day survey course meets every other day for a 40 minute class.

Unit Title	Projects Included	
Unit 1: An Introduction to Digital Media	Tell Me About Yourself	1 Marking Period (45 Class Periods Total - 23 Teaching Periods)
	What Makes You Unique?	
	How Does Your Logo Represent Your Brand?	
	Develop a Banner for Your Website	
	Create an Online Portfolio	
	What does a Great Looking Slide Deck Look Like?	
	Who Am I? (Student Autobiographies)	
	Inspirational Posters	
	Intro to Spreadsheets	
	Develop a Mobile App	
	Animation Film Festival	
	How Can You Forecast the Weather?	
Unit 2: Using Digital Media in the Real World	Designing a School Building of your Very Own	1 Marking Period (45 Class Periods Total - 23 Teaching Periods)

# Unit 1: An Introduction to Digital Media

<b>ESTABLISHED GOALS</b>	<b>Transfer</b>
<p><a href="#"><u>ISTE Standards for Students</u></a></p> <p><b>1.1d Technology Operations</b> Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>1.2.a Digital Footprint</b> Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</p> <p><b>1.2.b Online Behavior</b> Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.</p> <p><b>1.2.c Intellectual Property</b> Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p><b>1.2.d Digital Privacy</b> Students manage their personal data to</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Collaborate with peers both near and far to develop solutions that solve global problems using digital learning applications.</li> <li>● Determine the best approach, method, and tools to solve a real world problem through collaboration, critical thinking, communication, and creativity.</li> <li>● Demonstrate the ability to best represent themselves safely in a digital environment.</li> </ul>
<b>Meaning</b>	
<b>UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● It is possible to complete a task through the use of multiple online tools and applications.</li> <li>● Developing and completing an online project often starts through physical means away from digital technologies.</li> <li>● Expressing yourself safely in an online environment, although difficult at first, could lead to both positive and negative experiences online.</li> <li>● There are several career opportunities that are attainable if they are able to use digital tools to build their online brands that can help guide them in their futures.</li> </ul>	<ul style="list-style-type: none"> <li>- How can I use digital learning tools such as Google Docs, Slides, Sheets, etc effectively?</li> <li>- How can I format a document properly?</li> <li>- How can I create a presentation slide deck?</li> <li>- How can I create a spreadsheet to analyze data?</li> <li>- How can I use graphic design applications to create a custom image?</li> <li>- How can I capture data using a survey/form building application?</li> <li>- In what ways can my online identity lead to future employment and a successful career?</li> </ul>

<p>maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.</p>		
<b>Acquisition</b>		
<p><b>1.6.d Customize the Message</b> Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>1.7.c Project Teams</b> Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Key terminology as it relates to digital learning applications.</li> <li>● Keyboard shortcuts that can be used universally across multiple applications.</li> <li>● The reasons why applications should be used in collaboration with each other and not just as single use tools.</li> <li>● The benefits of creating an online portfolio to showcase work to others for evaluative or disseminating knowledge.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Using an online WordProcessor <ul style="list-style-type: none"> <li>○ Creating an outline</li> <li>○ Formatting Text</li> <li>○ Building a Header / Footer</li> </ul> </li> <li>● Using online Publishing tools <ul style="list-style-type: none"> <li>○ Creating a nice looking slide deck</li> <li>○ Using Graphics over text to represent an idea</li> <li>○ Incorporating media in visual presentations to tell a story</li> </ul> </li> <li>● Using Google Sheets, students will learn <ul style="list-style-type: none"> <li>○ Creating a basic data set</li> <li>○ Developing a visual representation of data using charts and graphs</li> </ul> </li> <li>● Using Google Sites, students will learn <ul style="list-style-type: none"> <li>○ Designing dynamic online content</li> <li>○ Formatting a blog post for Google Search that is SEO friendly</li> <li>○ Incorporating audio/video and images to tell a story.</li> </ul> </li> <li>● Collaborating with others both synchronous and asynchronous to complete a project.</li> <li>● Building and developing a safe digital learning environment that protects your digital identity.</li> <li>● Managing your online behavior</li> <li>● Choosing the right tool for a project given both the task at hand and the time allowed to complete the project.</li> <li>● Developing an online brand or message.</li> </ul>

Unit 1 STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>M, T</p> <p>M, T</p> <p>A</p> <p><small>Indicate the specific Stage 1 element being assessed by each assessment: (T) transfer, (M) Meaning, (A) acquisition</small></p> <p><u>Question to help complete this portion:</u> Are the desired results being appropriately assessed?</p>	<p>Each project will be graded through a rubric system using Google Classroom.</p> <p>Exemplars will be made available on the class website so that students can see what the project expectations are.</p> <p>Students will show effective use of problem-solving practices during the brainstorming and design process.</p>	<p><b>PERFORMANCE TASK(S):</b></p> <p>Students will demonstrate proper use of digital learning applications such as Word Processors, Slide Decks, Spreadsheets, and Graphic Programs</p> <p><i>Students will identify keyboard shortcuts to assist in the creation of assignments using Word Processors, Slide Decks, Spreadsheets, and Graphic Programs</i></p> <p>Students will create projects such as but not limited to:</p> <ul style="list-style-type: none"> <li>● Documents               <ul style="list-style-type: none"> <li>○ Autobiographies</li> </ul> </li> <li>● Slide Decks               <ul style="list-style-type: none"> <li>○ “About Me” Slide Deck</li> <li>○ “My Favorite Places” Slide Deck</li> <li>○ “Weather Forecasting” Slide Deck</li> </ul> </li> <li>● Spreadsheets               <ul style="list-style-type: none"> <li>○ Students will complete 10-15 mini-lessons on Spreadsheets</li> </ul> </li> <li>● Website Design               <ul style="list-style-type: none"> <li>○ Students will create a digital portfolio using Google Sites</li> </ul> </li> <li>● Graphic Design               <ul style="list-style-type: none"> <li>○ Design a Logo and Website Banner</li> </ul> </li> </ul> <p><b>GRASPS</b></p> <ul style="list-style-type: none"> <li>● <b>Goal/challenge</b> - Students will create a Slide Deck, Custom Graphic, Short Essay, and Website Portfolio</li> <li>● <b>Role for student</b> - Creator, Designer, Author</li> <li>● <b>Audience for student work</b> - Peers, Teachers, Parents</li> <li>● <b>Situation</b> - During this unit, students will draw inspiration from their own likes and interests to create meaningful projects that demonstrate both their knowledge of the tool/application and their interest in sharing something of themselves with the class.</li> <li>● <b>Products and performances generated by student</b> - Students will create</li> </ul>

		<p>artifacts that will be used on their online digital portfolio</p> <ul style="list-style-type: none"> <li>● <b>Standards/criteria for judging success</b> - ISTE Standards for Digital Learning</li> </ul>
		<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>● Monitoring class work through Google Classroom, sharing group work, and peer to peer collaboration</li> <li>● Checking for understanding through the use of online quizzes, digital skill demonstrations, and student discussion.</li> <li>● Differentiate instruction by scaffolding each assignment to the needs and abilities of each student in the class</li> <li>● Leveled assignments will be provided for students who need a varied challenge level.</li> <li>● Individual or Group Creative Tasks &amp; Projects</li> </ul>

Unit 1 STAGE 3

Unit 1 STAGE 3		
Code	Pre-Assessment	
	<ul style="list-style-type: none"> <li>● Pre-assessments will be provided in the form of short online assessments, or basic skills challenges using the various digital learning applications.</li> <li>● Teacher will discuss any needed vocabulary for the unit before each project is presented to the class to check for understanding</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on ...</i></p> <ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual examples of each concept will be presented and discussed.</li> <li>● Class website will be deployed to show directions, provide examples of how to complete tasks, and support transfer of assessment data</li> <li>● Students will be actively engaged in shorter activities using the various digital learning applications to learn how to “button push” before being asked to complete complex tasks.</li> <li>● Teacher demonstration of programs that students will be asked to mirror on their own computers.</li> <li>● Students will engage in their learning both individually or in collaboration groups.</li> <li>● Student work and activities will be shared with the class and compared with the assistance of students in the classroom.</li> <li>● Students will be asked to complete a set of tasks leading up the final assessment to check for understanding of micro and macro concepts and tasks.</li> <li>● Students will complete a number of Formative Assessment challenges using online assessment tools such as Google Forms.</li> </ul> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>● Daily skills challenges will be posted both on Google Classroom and on the class website.</li> <li>● Weekly skills challenges will be used to assess student progress and help monitor the acquiring of new skills throughout the course.</li> <li>● Interactive notes will be made available through Google Classroom and the class website.</li> <li>● Exit Tickets will be used through Google Classroom</li> <li>● Summative assessments will consist of online forms and skills challenge projects.</li> </ul>
A		
A		
A		
A		
M		
M, T		
T, M, A		
A		

## Unit 2: Using Digital Media in the Real World

ESTABLISHED GOALS					
<p><a href="#">ISTE Standards for Students</a></p> <p><b>1.1d Technology Operations</b> Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.</p> <p><b>1.2.a Digital Footprint</b> Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</p> <p><b>1.2.b Online Behavior</b> Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.</p> <p><b>1.2.c Intellectual Property</b> Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p><b>1.2.d Digital Privacy</b> Students manage their personal data to</p>	Transfer				
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Collaborate with peers both near and far to solve a series of real world authentic problems and tasks.</li> <li>● Determine the best approach, method, and tools to solve a real world problem through collaboration, critical thinking, communication, and creativity.</li> <li>● Demonstrate the ability to best represent themselves safely in a digital environment.</li> </ul>				
	Meaning				
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #e0e0e0;">UNDERSTANDINGS</th> <th style="background-color: #e0e0e0;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● It is possible to complete a task through the use of multiple online tools and applications.</li> <li>● Developing and completing an online project often starts through physical means away from digital technologies.</li> <li>● Expressing yourself safely in an online environment, although difficult at first, could lead to both positive and negative experiences online.</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>- How can we solve real world problems by merging Digital Learning Applications and Digital Citizenship to create a final product.</li> <li>- How can I use an online document creator to create media for public consumption?</li> <li>- How can I use presentation software to demonstrate and showcase an authentic real world event or experience for public consumption?</li> <li>- How can data be used to tell the story of an authentic learning experience designed for public consumption?</li> <li>- How can I use customized graphics to create authentic learning experiences that tell the story of our real world experiences?</li> <li>- How can online forms be used to capture data</li> </ul> </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● It is possible to complete a task through the use of multiple online tools and applications.</li> <li>● Developing and completing an online project often starts through physical means away from digital technologies.</li> <li>● Expressing yourself safely in an online environment, although difficult at first, could lead to both positive and negative experiences online.</li> </ul>	<ul style="list-style-type: none"> <li>- How can we solve real world problems by merging Digital Learning Applications and Digital Citizenship to create a final product.</li> <li>- How can I use an online document creator to create media for public consumption?</li> <li>- How can I use presentation software to demonstrate and showcase an authentic real world event or experience for public consumption?</li> <li>- How can data be used to tell the story of an authentic learning experience designed for public consumption?</li> <li>- How can I use customized graphics to create authentic learning experiences that tell the story of our real world experiences?</li> <li>- How can online forms be used to capture data</li> </ul>
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<p>maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.</p> <p><b>1.6.d Customize the Message</b> Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>1.7.c Project Teams</b> Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p style="text-align: right;">using a survey/form building application?</p> <p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The benefits of combining multiple applications to create one larger project for public consumption.</li> <li>● Key terminology as it relates to digital learning applications.</li> <li>● Keyboard shortcuts that can be used universally across multiple applications.</li> <li>● The reasons why applications should be used in collaboration with each other and not just as single use tools.</li> <li>● The benefits of creating an online portfolio to showcase work to others for evaluative or disseminating knowledge.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Designing real world, authentic projects for public consumption using applications in Google Worksuite.</li> <li>● Designing real world, authentic projects using non-Google applications to extend the abilities of their creation tools.</li> <li>● Using an online WordProcessor <ul style="list-style-type: none"> <li>○ Creating an outline</li> <li>○ Formatting Text</li> <li>○ Building a Header / Footer</li> </ul> </li> <li>● Using online Publishing tools <ul style="list-style-type: none"> <li>○ creating a nice looking slide deck</li> <li>○ using Graphics over text to represent an idea</li> <li>○ incorporating media in visual presentations to tell a story</li> </ul> </li> <li>● Using Google Sheets, students will learn <ul style="list-style-type: none"> <li>○ Creating a basic data set</li> <li>○ Developing a visual representation of data using charts and graphs</li> </ul> </li> <li>● Using Google Sites, students will learn <ul style="list-style-type: none"> <li>○ Designing dynamic online content</li> <li>○ Formatting a blog post for Google Search that is SEO friendly</li> <li>○ Incorporating audio/video and images to tell a story.</li> </ul> </li> <li>● Collaborating with others both synchronous and asynchronous to complete a project.</li> <li>● Building and developing a safe digital learning environment that protects your digital identity.</li> <li>● Managing your online behavior</li> <li>● Choosing the right tool for a project given both the task at hand and the time allowed to complete the project.</li> <li>● Developing an online brand or message.</li> </ul>
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## Unit 2 STAGE 2

Code	Evaluative Criteria	Assessment Evidence
M, T  M, T  A	<p>Each project will be graded through a rubric system using Google Classroom.</p> <p>Exemplars will be made available on the class website so that students can see what the project expectations are.</p> <p>Students will show effective use of problem-solving practices during the brainstorming and design process.</p>	<p><b>PERFORMANCE TASK(S):</b></p> <p>Students will demonstrate proper use of digital learning applications such as Word Processors, Slide Decks, Spreadsheets, and Graphic Programs to create authentic, real world projects for public consumption.</p> <p>Students will create projects such as but not limited to:</p> <ul style="list-style-type: none"> <li>● Documents</li> <li>● Slide Decks</li> <li>● Spreadsheets</li> <li>● Website Design</li> <li>● Graphic Design</li> <li>● Mobile Applications</li> <li>● Architecture Drawings</li> </ul> <p><b>GRASPS</b></p> <ul style="list-style-type: none"> <li>● <b>Goal/challenge</b> - Students will create a Slide Deck, Custom Graphic, Short Essay, and Website Portfolio</li> <li>● <b>Role for student</b> - Creator, Designer, Author</li> <li>● <b>Audience for student work</b> - Peers, Teachers, Parents</li> <li>● <b>Situation</b> - During this unit, students will draw inspiration from their own likes and interests to create meaningful projects that demonstrate both their knowledge of the tool/application and their interest in sharing something of themselves with the class.</li> <li>● <b>Products and performances generated by student</b> - Students will create artifacts that will be used on their online digital portfolio</li> <li>● <b>Standards/criteria for judging success</b> - ISTE Standards for Digital Learning</li> </ul>

		<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"><li>● Monitoring class work through Google Classroom, sharing group work, and peer to peer collaboration</li><li>● Checking for understanding through the use of online quizzes, digital skill demonstrations, and student discussion.</li><li>● Differentiate instruction by scaffolding each assignment to the needs and abilities of each student in the class</li><li>● Leveled assignments will be provided for students who need a varied challenge level.</li><li>● Individual or Group Creative Tasks &amp; Projects</li></ul>
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Unit 2 STAGE 3

Unit 2 STAGE 3		
Code	Pre-Assessment	
	<ul style="list-style-type: none"> <li>● Pre-assessments will be provided in the form of short online assessments, or basic skills challenges using the various digital learning applications.</li> <li>● Teacher will discuss any needed vocabulary for the unit before each project is presented to the class to check for understanding</li> </ul>	
<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>M</p> <p>M, T</p> <p>T, M, A</p> <p>A</p>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on ...</i></p> <ul style="list-style-type: none"> <li>● Teacher presentation of a slidedeck with graphical and visual examples of each concept will be presented and discussed.</li> <li>● Class website will be deployed to show directions, provide examples of how to complete tasks, and support transfer of assessment data</li> <li>● Students will be actively engaged in shorter activities using the various digital learning applications to learn how to “button push” before being asked to complete complex tasks.</li> <li>● Teacher demonstration of programs that students will be asked to mirror on their own computers.</li> <li>● Students will engage in their learning both individually or in collaboration groups.</li> <li>● Student work and activities will be shared with the class and compared with the assistance of students in the classroom.</li> <li>● Students will be asked to complete a set of tasks leading up the final assessment to check for understanding of micro and macro concepts and tasks.</li> <li>● Students will complete a number of Formative Assessment challenges using online assessment tools such as Google Forms.</li> </ul> <p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p style="color: blue;">Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Daily skills challenges will be posted both on Google Classroom and on the class website.</li> <li>● Weekly skills challenges will be used to assess student progress and help monitor the acquiring of new skills throughout the course.</li> <li>● Interactive notes will be made available through Google Classroom and the class website.</li> <li>● Exit Tickets will be used through Google Classroom</li> <li>● Summative assessments will consist of online forms and skills challenge projects.</li> </ul>

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