

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
AGENDA**

May 21, 2012

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: May 14, 2012

A work-study session of the White Bear Lake Area School Board will be held on Monday, May 21, 2012, at 5:30 p.m. in Room 201 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEM

- | | |
|--|-----------|
| 1. EL Program Review | 5:30 p.m. |
| 2. Elementary Literacy Program Review | 6:00 p.m. |
| 3. Curriculum | 6:30 p.m. |
| a. Middle School Social Studies Framework | |
| b. Elementary Music Framework | |
| 4. Review of Questions on Gifted and Talented | 7:00 p.m. |
| 5. Update of Progress on School Board/Superintendent Goals | 7:15 p.m. |
| 6. Reports from Collaborative Partnerships | 7:30 p.m. |
| a. EMID | |
| b. 916 | |
| 7. Negotiations Study Session* | 7:45 p.m. |
| C. ADJOURNMENT | 8:00 p.m. |

*This portion of the meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes 179.A.01 to 179.A.25.

AGENDA ITEM: **English Learners (EL) Program Review**

MEETING DATE: **May 21, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Kathleen Daniels, Director of Special Services**
Dr. Michael Lovett, Superintendent

Background:

We will present a K-12 English Learners Program review done over the past year. In addition to Kathleen Daniels, who oversees the EL program, we will have some additional staff members present.

The K-12 EL Program Review Committee Members are:

Carrie Barth, Sunrise Park Assistant Principal
Kathleen Daniels, Director of Special Services
Steve Hawkinson, Central EL Teacher
Erin Hoff, Sunrise Park EL Teacher
Cary Krusemark, Lakeaires Principal
Mary McGrane, Assessment and Accountability Coordinator
Christina Pierre, High School Assistant Principal
Carrie Podgorski, Willow Lane EL Teacher
Cindi Swenson, High School EL Teacher



English Learner Program Description

White Bear Lake Area Schools



March, 2012

Please direct questions to:

Kathleen Daniels
Director of Special Services
kathleen.daniels@isd624.org

The purpose of this document is to share the context and components of our English Learner (EL) program and recommendations for future planning with staff and administration. This document design follows the Critical Elements for EL Programs as noted by the Minnesota Department of Education.

Summary

The enrollment of our EL students is continuing to rise while our overall school population is stable. This is leading to a marked increase in the proportion of our students who are learning both English and the school curriculum. In 2001-02 approximately 1.2 % of K-12 students were identified as EL. In 2005, the percentage had risen to 2.7 % of the student population. The 2011-12 EL population in the White Bear Lake Area Schools is 4.7 %.



Classroom teachers have primary responsibility for all students, including those with English language learning needs. In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers provide consultation support to classroom teachers and student support staff, based on each student's English language learning needs;
- Support staff (cultural liaisons, social workers, guidance counselors, nurses) provide resource services to EL students and their families;
- Paraprofessionals are used in limited ways to support the direct instruction provided by the licensed teachers;

EL teachers align their curriculum and program with the district's curricula in English literacy, WIDA national standards, and Minnesota state content standards. White Bear Lake Area Schools offers the following EL program models:

- Pullout English Instruction;
- Collaborative Teaching Model;
- Sheltered Content Classes (Secondary)

Definitions

EL English Learner

This is the term most frequently used in reference to the learner, instructional program, and instructional expertise. Minnesota and the White Bear Lake Area Schools are moving to use this term in place of other terminology used in the past (LEP, ELL, ESL).

LEP Limited English Proficient

LEP is a term usually used in conjunction with funding. This is the federal classification recognized by the state of Minnesota in meeting the requirements for No Child Left Behind.

ELL English Language Learners

ELL was a term used in the past by the White Bear Lake Area Schools and the state of Minnesota to refer to LEP students.

ESL English as a Second Language

ESL is currently the recognized license that a teacher must hold to offer highly qualified instruction in the four domains of Speaking, Listening, Reading, and Writing.

Title III

This is the federal program that provides parameters and supports for educating EL students.

WIDA World Class Instructional Design and Assessment

WIDA supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

ACCESS for ELLs Assessing Comprehension and Communication in English State-to-State for English Language Learners

ACCESS for ELLs is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs).

W-APT WIDA-ACCESS Placement Test

The W_APT is an English language proficiency "screener" test given to incoming students who may be designated as English learners. It assists educators with programmatic placement decisions such as identification and placement of ELs.

MODEL Measure of Developing English Language

The MODEL is a WIDA English language proficiency assessment for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELs or as an interim progress monitoring assessment.

MAP Measures of Academic Progress

A collection of computerized adaptive tests administered at the request of the White Bear Lake Area Schools.

MCA Minnesota Comprehensive Assessment

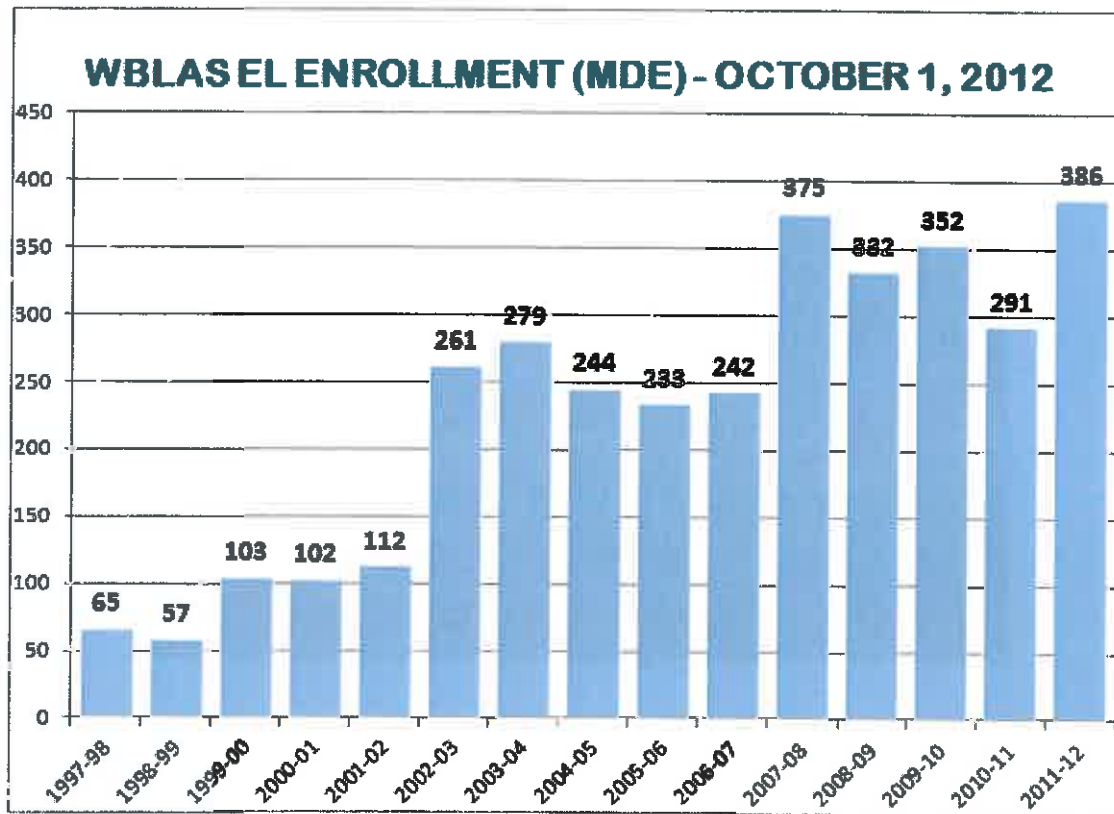
These are tests Minnesota schools give every year to measure student performance on our state standards.

Demographic Construction of LEP in the White Bear Lake Area Schools

An analysis of the demographics of the LEP students in White Bear Lake Area Schools reveals a unique picture of diverse life and educational experiences. The educational needs of the children in the EL program vary greatly across the District. Demographic variables of interest for the purposes of planning include:

- School of enrollment
- Grade
- Previous Formal Schooling
- First Language Literacy Levels
- English Proficiency
- Other Services (Title 1, Special Education, Gifted and Talented)
- Free and Reduced Lunch Status

The following charts show the LEP growth rate from 2001 to current numbers for the 2011/2012 school year:



Funding

A critical element of any instructional program is the revenues and expenditures to support systemic planning and instruction. Minnesota is one of the few states to dedicate some state funding for the sole purpose of educating students who speak a language other than English. Currently, the state of Minnesota pays districts an additional \$700 per year for every LEP=Y student. This funding does have a cap of five years, even if the student remains in the EL program. An outcome of a funding structure like this is that many of the secondary EL students generate no state EL funding, yet they continue to need the educational service. White Bear Lake Area Schools also receives Title 3 funding, a dedicated source of funding from the federal government. Title 3 revenues are generated at a rate of roughly \$100 per EL student with no cap on the years of service.

Additional revenue for EL instruction comes from the basic educational formula generated by every child in the district. This is the same fund that pays for general education costs, administration, and program coordination.



Critical Element 1: The district must develop, identify, and place English Learners in appropriate programs.

1.1 Evidence that the district equitably applies the use of a home language questionnaire and developmentally appropriate measures with all student to identify English language learners (ELLs). Evidence of the district procedure to appropriately identify immigrant and refugee students.

Entrance Criteria: State and Local

A Home Language Questionnaire is given to all families upon registering their children at the District Center. The District uses a centralized enrollment process to consistently apply all of the requirements related to the Home Language Questionnaire.

Current State and District 624 Criteria: “A ‘pupil of limited English proficiency’ means a pupil in any of the grades of Kindergarten through Grade 12 who meet the following requirements:

A student is identified as an EL if:

- the pupil first learned a language other than American English, or

- comes from a home where a language other than American English is spoken, or
- does not use American English as a primary language, or
- lived in or immersed in a culture and or country outside of America

Program Entrance Screening Methods

Qualification for EL service is based on:

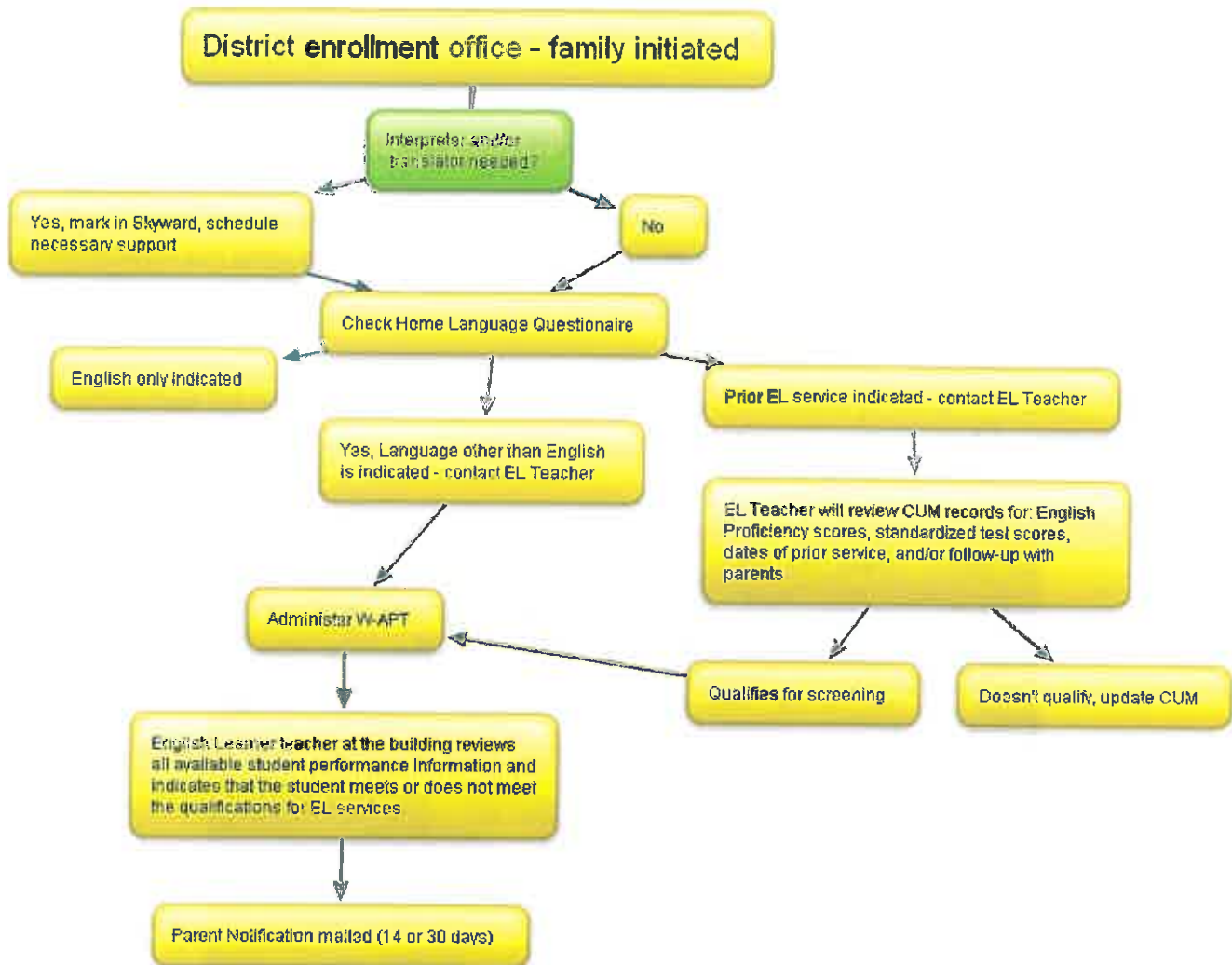
- Home Language Questionnaire and English proficiency measures including (but not limited to):
- Standardized proficiency and achievement scores from the W-APT or MODEL for any students new to a Minnesota school, ACCESS for existing state students, MAP scores from the district, and MCA test scores from the state
- At any time other developmentally appropriate measures may complement the formal measures including, but not limited to
 - Observations
 - Teacher judgment
 - Parent recommendations

The district uses a combination of tools for annual proficiency screening:

- ACCESS test
- Academic Achievement Tests
- Minnesota Comprehensive Assessments (MCA) for Reading, Mathematics, and Science. To qualify, students should fall below the 50th percentile for local (district) norms in Reading. Students either “Do Not Meet, or “Partially Meet” the MN State Standards.
- Measures of Academic Progress for Reading and Mathematics. To consider qualification for EL services, the student should demonstrate academic performance in English below the 50%tile.
- At any time other developmentally appropriate measures may complement the formal measures including, but not limited to:
 - Observations
 - Teacher judgment
 - Parent recommendations



1.2 Evidence that the district has written policies and procedures regarding identification, program entrance and placement.



1.3 Evidence that the district has written policies and procedures regarding EL program exit and reclassification as no longer LEP.

Exiting EL and Reclassification

The decision to exit a student from EL service is based on multiple measures, including teacher recommendation, parental input, and assessments of speaking, listening, reading and writing. The District will include state assessments such as the ACCESS, MCA, MAP and GRAD among its multiple measures.

While EL students who reach a level of English proficiency that no longer prevents them from fully accessing the curriculum of the school may be exited from the EL program, MDE recommends that the district change the student's classification from EL to non-EL only after the student has scored in the proficient range on the ACCESS for ELLs (score of 5.0 to 6.0). At this time, the district has no ACCESS criteria below level 6.0 to exit a student. As we become more familiar with the ACCESS, we will establish exit procedures for scores below 6.0.

If a student "Meets" or "Exceeds the Standard" on the MCA and MAP that student will be considered and recommended for exiting from the EL program.



Critical Element 2: The district must implement programs that address the needs of all levels of English proficiency.

2.1 Evidence that the district has in place a written plan of services based on scientific research and proven effective.

Less proficient English Language Learners will receive more hours of EL instruction than those who are more proficient in English.

WIDA Levels 1 and 2

Grade	Service Model Options	Description of Service	Recommended Times
K (half-day)	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	Up to 30 min. / day
1 – 5	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	(Level 1) 45 – 90 min/day (Level 2) 30 – 45 min/day
6 – 8	EL Language Arts EL Skills EL Resource EL Para Support	Replaces regular Language Arts course Supports Language Arts course Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min/day 50 min/day 50 min/day As available
9 – 12	EL Language Arts Conversation EL Resource EL Para support	Replaces regular Language Arts course Teaches conversational English and vocabulary, listening and speaking practice Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min/day 50 min/day 50 min/day As available

WIDA Level 3

Grade	Service Model Options	Description of Service	Recommended Times
K (half-day)	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	Up to 30 min/day
1 - 5	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	30 – 45 min/day
6 – 8	EL Skills EL Resource EL Para Support	Supports Language Arts course Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min/day 50 min/every other day As available
9 – 12	EL Language Arts or Language Arts (Co-taught) EL Resource Para support in class	Replaces regular Language Arts course Language Arts course taught by EL Teacher and Regular Language Arts teacher Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min/day 50 min/day 50 min/day As available

WIDA Level 4

Grade	Service Model Options	Description of Service	Recommended Times
K (half-day)	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	Up to 30 min/day
1 – 5	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	30 – 45 min/day
6 – 8	EL Resource Para Support in class	Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min, every other day As available
9 – 12	Co-taught Lang. Arts and/or EL Resource Para support in class	Language Arts course taught by EL Teacher and Regular Language Arts teacher Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min/day 50 min/day, year-long or semester As available

WIDA Level 5

Grade	Service Model Options	Description of Service	Recommended Times
K (half-day)	Pull-out, Indirect, or exit	Minutes served depends on the service model applied in the particular building.	Up to 30 min/day
1 – 5	Pull-out or Collaboration	Minutes served depends on the service model applied in the particular building.	30 – 45 min/day
6 – 8	Indirect Service Para Supervision Exit from direct service	EL Teacher tracks student success / progress In-class supervision in Math, Science, Social Studies Based upon district exit criteria	Quarterly review As available
9 – 12	Indirect Service Para Supervision Exit from direct service	EL Teacher tracks student success / progress In-class supervision in Math, Science, Social Studies Based upon district exit criteria	Quarterly review As available

Instruction

Instruction for ELs in the White Bear Lake Area Schools takes many forms. EL teachers, along with classroom teachers, paraprofessionals, media specialists, music-, physical education-, and art teachers, special education staff, home/school liaisons, and volunteers all provide instruction to EL students.

Many EL students receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers, pullout by EL teachers and paraprofessionals, and sheltered content classes are some of the instructional approaches that support the learning of EL students.

EL teachers focus instruction on language acquisition, moving from Basic Interpersonal Communicative Skills to Cognitive Academic Language Proficiency (BICS and CALPs, Cummins), as students progress. Pullout (from the general education classroom) models allow for EL Beginners to practice using English in situations where they are comfortable, having a lower affective filter (Krashen). Classroom and EL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream (Echevarria, Vogt and Short, 2009). Based on the research of Echevarria, Vogt and Short, a district priority for the EL department has been to develop sheltered content classes at the high school and middle school in Language Arts.

Responsibilities of the EL teacher extend beyond direct instruction, consultation and scheduling. Those responsibilities include:

- **TESTING:** Administration, evaluation of the entrance and exit criteria testing, and for the administration of all state and federal mandated tests
- **REFERRAL:** Attend and/or initiate participation in the school problem-solving / intervention teams
- **PROGRESS REPORTS/CONFERENCES:** Record required progress information. Attendance at parent conferences
- **COMMUNICATION:** Communication with staff and families on a regular basis. Often act as liaison between family and school. Family home visits when needed. Consultation with teaching staff to schedule, in-service on need for accommodations, monitor progress, share materials, etc.
- **SUPERVISION:** Supervise paraprofessionals
- **INSTRUCTIONAL MANAGEMENT:** Send communications to families, order instructional supplies, secure interpreting services as needed, etc.

2.2 Evidence of appropriate and effective EL curriculum and curriculum implementation.

White Bear Lake Area Schools uses Minnesota state content standards and WIDA national standards in our instructional design for English Learners. EL teachers align language instruction with the district content standards and will be revising this approach to incorporate WIDA standards.

As the district moves towards a more collaborative model of EL instruction, appropriate classroom materials for ELs will be increasingly important. When a content area of instruction is reviewed with the district curriculum review process, the EL curriculum be aligned and included in this process and outcome.

Sheltered Content teachers in the area of Language Arts also implement curricula designed to meet the content-knowledge and academic language needs of English Learners. Much of the instructional materials used in the sheltered content classes are teacher-created or modified, to meet student needs and instructional standards. Visions curriculum is available for use in the Middle School.

Elementary EL teachers have a variety of curricula for EL instruction in the pullout model. These include, but are not limited to:

Words Their Way for ELL
Avenues by Hampton Brown
Guided Reading
Nystrom World Atlas

2.3 If Applicable, evidence of implementation of specific programs for immigrant and refugee children and youth.

The district employs three bilingual liaisons fluent in two languages, Spanish and Hmong. These liaisons are in contact with the students, families and staff on a daily basis. The liaisons go with new families to register incoming students, assist with Early Childhood screenings, Special Ed assessments and Parent/Teacher conferences. Liaisons and staff organize informational events for families in which the home languages are spoken rather than English-only. Liaisons make home visits, when needed, and assist the schools and families whenever an interpreter is required.

The district also uses the AT&T Language Line, an over-the-phone interpretation service, which allows staff, teachers, and families to communicate through interpreters using 3-way conference calls. The AT&T Language Line is available to all staff.

Critical Element 3: The district must have appropriate staff to serve EL.

3.1 Evidence teachers are licensed and highly qualified in their teaching assignment.

All EL staff are licensed and highly qualified in their teaching assignments. Documentation available through the Human Resources Department.

Staffing Guidelines

- Funding for EL teachers and paraprofessionals are allocated from district resources.
- Using the end-of-year number of EL students reported in MARSS, the district annually projects the number of EL students who will need EL services the following year.
- The goal of staffing is to *deliver equitable EL service across the school district*.
- Preliminary staffing assignments are made in the spring. Final staffing assignments occur the following fall. It is expected that some preliminary assignments will change based on actual student enrollment.

3.2 Evidence that the district's program teachers and paraprofessionals assisting in instruction are proficient in the language of instruction, if applicable.

All EL teachers in the district have gone through rigorous training and hold current Minnesota teaching licenses, and some hold other relevant licensures, such as Reading licensures, for example. Those who teach in sheltered content classes are required to meet the Highly Qualified requirements. Ongoing professional development is required of all EL teachers, sheltered content teachers, and paraprofessionals who work with EL students. Many of the EL paraprofessionals in the district hold college degrees.

Teachers are responsible for designing and delivering instruction. They are also accountable for designing instruction to be delivered by paraprofessionals. EL paraprofessionals are used to supplement classroom or EL teacher instruction but not to replace it.

3.3 Evidence that long-term and scientifically based professional development is designed to improve the instruction and assessment of EL.

District EL teachers are invited to take part in professional development. It is encouraged that all EL staff attend the annual ESL, Bilingual, Migrant state conference each spring, and many also choose to attend a fall conference.



Critical Element 4: The district must collaborate and coordinate its EL program with other programs to maximize impact of resources.

4.1 Evidence that the EL program is coordinated with other programs in the district for maximal use of resources.

EL students are also eligible for Title 1, Gifted and Talented, Special Education, Summer School, and Advancement Via Individual Determination (AVID). Curriculum and staff development for the district is co-developed and implemented with EL instructional professionals.

4.2 Evidence that the district has policies and/or procedures in place to allow EL/bilingual staff to communicate, meet, visit other classes and plan among themselves and with mainstream staff for maximal effectiveness.

EL and classroom teachers have been given release time for collaboration training, common planning times and mentoring opportunities.

Critical Element 5: The district must involve parent and community in the planning, development and implementation of the language instructional program.

5.1 Evidence that the district has an environment and policy that is inviting and welcoming to parents and families.

Schools and the District Center have welcome signs in multiple languages. When it is determined a family needs interpretation services, bilingual liaisons are called in to assist with the registration process. Liaisons also go with the families to the schools to give a brief tour and tell families about school procedures. Liaisons are also made available for conferences and school events. Several EL teachers and other staff are also fluent in Spanish.

5.2 Evidence that parents and community members are involved in the planning, development and implementation of the EL program.

Currently, the District is in the process of forming a Parent Advisory Committee.

5.3 Evidence that effective means of outreach to parents of EL are implemented.

In development.

5.4 Evidence that the district communicates with parents regarding their children's participation in the language instruction education program in an understandable and uniform format and to the extent practicable in a language that the parents can understand.

EL teachers report to parents of students using report cards. A conference format is also used in the fall and spring. Bilingual liaisons are used continually by families and staff to facilitate ongoing communication. An EL program brochure is available to all parents describing the District services.

This includes a description of the district's communication process with appropriate timeline as it relates to LEP notification.

State:

- Within ten days upon entering the program; AND
- Parent option to decline services.
- Federal (Title III):
- Within 30 days upon entering the program;
- Annual notification;
- Results of most recent language proficiency assessments;
- Program description;
- Average number of years that EL are in the district's program;
- Parent option to decline services; AND
- District graduation rate of EL.



Critical Element 6: The district must adhere to state and federal fiduciary requirements and student achievement accountability measures.

The White Bear Lake Area Schools follow all the guidance at the state and federal level related to fiduciary planning for the EL program. Primarily, the funding source for the EL program is the general education revenue generated through the Average Daily Membership function with the Minnesota Department of Education. In addition, the White Bear Lake Area Schools utilized federal funds to supplement the core instruction in alignment with the supplement, not supplant approach to federal education funds.

6.1 Evidence of EL assessment, policy and procedures.

When a new family registers at the District Center, a language assessment test is administered to the student to decide placement in classes with the appropriate EL level using the W-APT or MODEL.

If a student's cum folder contains current (from that school year) standardized test scores from the district that student was previously in, such as those from MAP, MCA, or other recognized EL tests, AND that student was previously identified as an EL, the district can forego the administration of an intake test.

6.2 Evidence of required Annual Measurable Achievement Objective (AMAO) improvement planning activities.

Each year, the Annual Measurable Achievement Outcomes are reviewed in the context of all academic progress data for our students. In the past years, the AMAO Improvement Plan and the Adequate Yearly Progress Improvement Plan have been one in the same. Given the district-wide focus and value in a collaborative and comprehensive instructional design for students learning English, it is likely that this combination plan will continue, as long as the focus on language instruction is held in balance with content proficiency.

6.3 Evidence of policies and procedures related to individual student data collection, which adhere to state and federal requirements including Plyer v Doe.

Title III required activities include:

- Parent involvement AND
- Professional development.

6.4 Evidence that the district's data management procedures ensure state and federal fiduciary requirements.

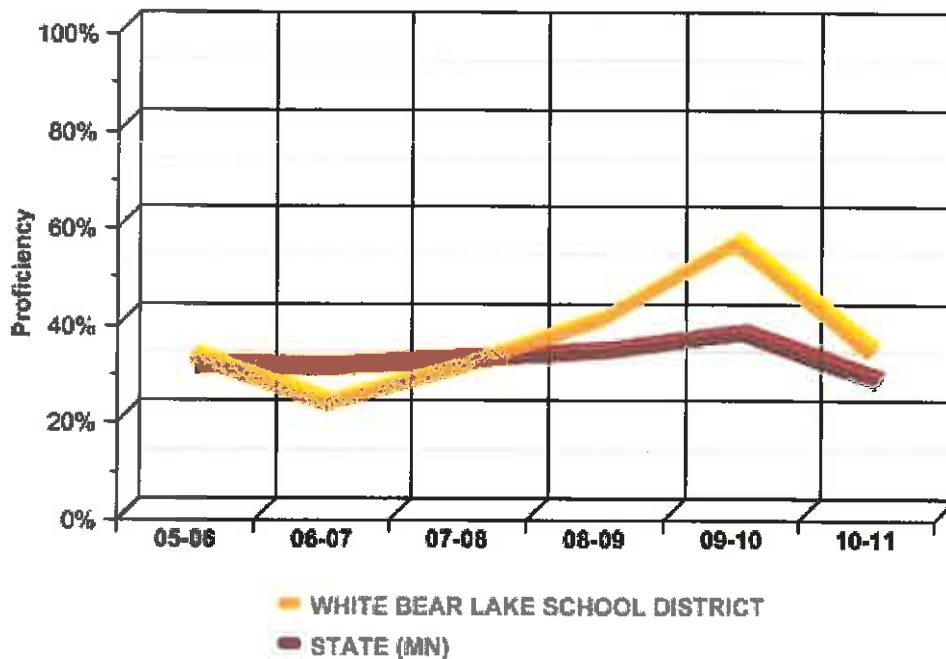
This includes:

- Any staff paid out of federal funds must document appropriate time distribution or time and effort record-keeping.
- Personal Activity Reports, (PAR) must be completed for any staff paid in part or whole using Federal dollars.

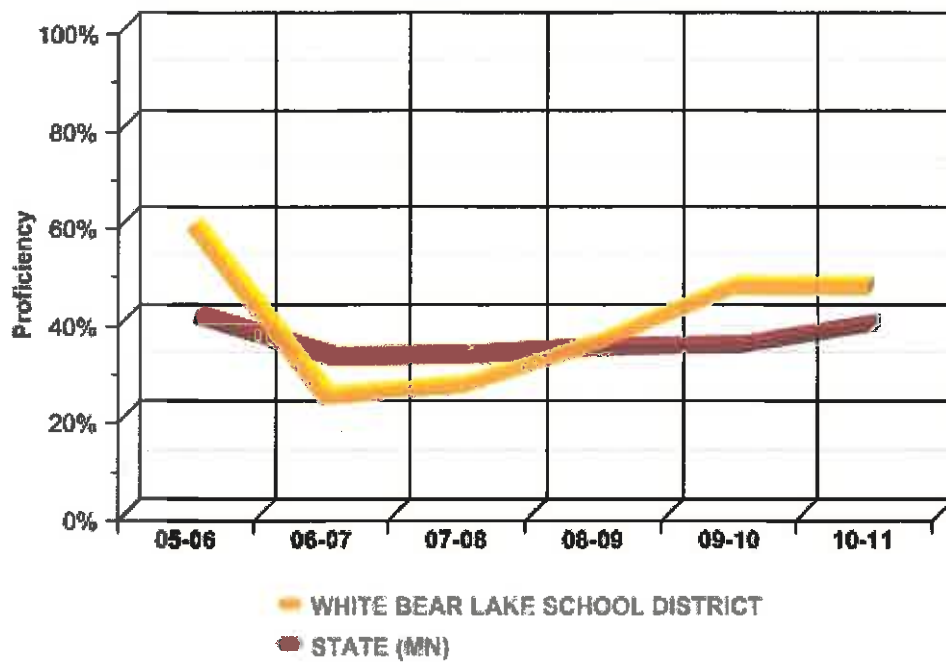
Evidence of program effectiveness

MCA Content Testing Results (Source MDE School Accountability Calculator)

MCA Math Six Year Trend for EL Students and as Compared to the State



MCA Reading Six Year Trend for EL Students and as Compared to the State



K-12 ENGLISH LEARNER PROGRAM REVIEW



March, 2012 - Board Work Study Session
Program Review Update



*Leading minds to learning hearts to compassion,
and lives to community service.*

K-12 EL Program Review Committee Members

- Steve Hawkinson, Central EL Teacher
- Erin Hoff, Sunrise Park EL Teacher
- Cindi Swenson, North Campus EL Teacher
- Carrie Podgorski, Willow Lane EL Teacher
- Kathleen Daniels, Director of Special Services
- Cary Krusemark, Lakeaires Principal
- Carrie Barth, Sunrise Park Associate Principal
- Christina Pierre, South Campus Associate Principal
- Mary McGrane, Assessment and Accountability Coordinator

District EL Demographics

- 4.6% or 386 students are identified as English Learners district-wide
- Students in our district speak or understand over 25 Home Languages including:

Afrikaans	Amharic	Arabic
Balinese	Bengali	Cambodian
Cebuano	Mandarin Chinese	French
Fulah	Ga	Gio
Greek	Hindi	Hmong
Igbo	Khmer	Lao
Punjabi	Russian	Somali
Spanish	Ukrainian	Vietnamese
Yoruba		

EL Program Review Process

- Seven meetings since July 2011
- Representation – secondary, elementary, district stakeholders
- Utilized Minnesota Department of Education Critical Elements as a guide to ensure all program review considerations were compliant with federal and state laws
- Developed action plan to establish a timeline and responsibilities
- Met with district stakeholders in curriculum, equity, assessment and special services
- Site visit, Osseo (Rice Lake Elementary) Kindergarten EL Program

Program Review Considerations

- EL identification, placement, exit procedures, staffing and programming for all levels of students including newcomers
- Parent Involvement
- Professional Development needs for all school staff and administrators
- New WIDA English Language Development (ELD) Standards, adopted by the State of Minnesota

Program Review Goals

- To ensure all procedures and processes for the identification, placement and exit of EL students are clear and applied in a standard way across all White Bear Lake Area Schools
- To create an EL Parent Engagement Plan with the help of parents to ensure families feel valued and involved
- To create a professional development plan for all district teachers and EL paraprofessionals on the new ELD Standards
- To identify instructional resources aligned with the core curriculum and ELD Standards

English Learner Program Recommendations - Summary

Current Program Features

- Deliver English language instruction in Reading, Writing, Speaking, and Listening comparable to those services provided for non-English learners
- At each EL site, service is provided in a variety of designs: Co-teaching, sheltered instruction, and pull-out, to address the unique cultural learning styles and proficiency levels of English Learners
- Introduction to the WIDA ELD Standards and completed initial ACCESS test training

Recommendations

- Develop an EL Program Description (complete)
- Review and coordinate curriculum and resources
- Implement an English Learner Plan (ELP)
- Add EL services to Matoska and Lincoln Elementary Schools
- Consider future development and implementation of EL Kindergarten program

Professional Development Recommendations

- Initiate ongoing training on the WIDA ELD Standards, beginning with EL teachers and curriculum leaders during the 2012-13 year
- General staff training in WIDA ELD Standards beginning in 2013-14

Parent Engagement Recommendations

Needs:

- Effective means of outreach to WBLAS parents and community in planning, development, and implementation of the EL program
- Increased collaboration between parents and teachers
- Enhanced school climate, inclusive of all cultures and languages

Action Steps:

- Survey EL parents
- Develop a Parent Advisory Committee by December of 2012
- Partner with district faculty, administration, and community stakeholders

QUESTIONS ?



K-12 ENGLISH LEARNER PROGRAM REVIEW

AGENDA ITEM: **Elementary Literacy Program Review**

MEETING DATE: **May 21, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Ann Malwitz, Professional Learning and Development**
Coordinator
David Law, Assistant Superintendent
Dr. Michael Lovett, Superintendent

Background:

The elementary literacy review process, which started in September 2010, was completed this spring and resulted in a recommendation for new materials to support the updated framework. The Framework for a Comprehensive Literacy Program (Board Approved 2002) still reflects best practice in the area of literacy. Since materials selected at that time were in need of updating, a committee convened to identify new research in the field and conduct a standards alignment to the Minnesota Standards in English Language Arts/Common Core Standards. The updates to the 2002 framework and recommendations for implementation will be presented by Ann Malwitz and members of the review committee.

White Bear Lake Area Schools

Building Blocks for Teaching Students to be Successful Readers and Writers

A Framework for a Comprehensive
Literacy Program

2011-2012

ollette
ge 7



Next Generation

Every time we enter the pages of a book we return as different people, having changed our understanding of ourselves and the world around us. Because our ability to read books has opened so many opportunities, it may be the most fundamental achievement each of us accomplishes in a lifetime.

Donald J. Leu, Jr.

Syracuse University, New York



We all read ourselves and the world around us in order to glimpse what and where we are. We read to understand, or to begin to understand. We cannot do but read. Reading, almost as much as breathing, is our essential function.

From A History of Reading, Alberto Manguel

Elementary Literacy Review Committee

Committee Member:	Position:	Building:
Anker, Sue	Grade 1	Birch Lake
Barkve, Kelly	Grade 3	Vadnais Heights
Briggs, Janie	Grade 1	Hugo/Oneka
Broza, Karen	Special Education	Lakeaires
Dahlem, Teresa	Principal	Hugo/Oneka
DeRaad, Max	Principal	Otter Lake
Dickinson, Janet	Grade 3	Lakeaires
Duoos, Kirsten	Learning Skills/IB Coordinator	Matoska International
Girard, Deb	Grade 5	Vadnais Heights
Gullick, Dan	Music	Birch Lake
Healy, Jason	Principal	Hugo/Oneka
Hickman, Jessica	Kindergarten	Hugo/Oneka
Hjelm, Greg	Grade 5	Birch Lake
Kearn, Barbara	Principal	Willow Lane
Law, David	Assistant Superintendent	District Center
Leininger, John	Principal	Matoska International
Lemon, Sarah	Learning Skills/Intervention	Otter Lake
Maas, Erin	Grade 4	Willow Lane
Mack, Jeanne	Grade 4	Matoska International
Malwitz, Ann	Professional Learning	District Center
Manke, Kathy	Grade 1	Willow Lane
Nikkel, Diane	REACH	Sunrise
Parsons, Sally	Grade 3	Otter Lake
Podgorski, Carrie	ELL	Lakeaires
Presseller, Tracy	Title	Lincoln
St. Martin, Ann	Grade 4	Hugo/Oneka
Schmidt, Dan	Principal	Lincoln
Schmidt, Deb	Kindergarten	Otter Lake
Solensky, Beth	Grade 4	Hugo/Oneka
Spears, Christi	ECFE	Normandy Park
Sterling, Connie	Media	Vadnais Heights
Svir, Sara	Principal	Vadnais Heights
Thibault, Deb	Learning Skills/Intervention	Lincoln
Thompson, Maruta	PE	Vadnais Heights
VanOverbeke, Tami	Principal	Birch Lake
Wallrich, Karen	Grade 4	Lincoln
Wolters, Merrily	Grade 3	Lakeaires

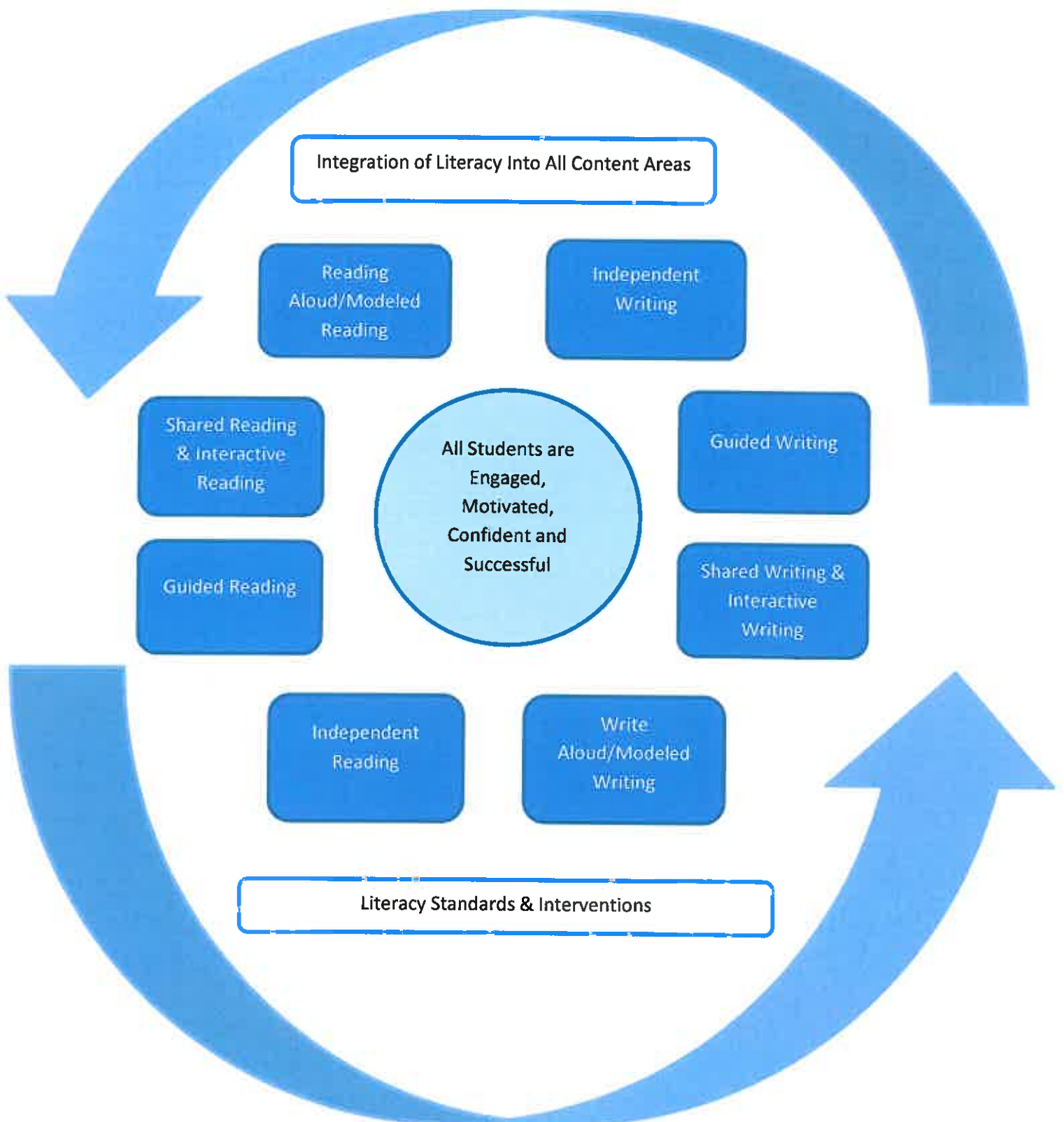
Elementary Literacy Review Process

2010 - 2011

September 9, 2010	MN Academic Standards in Language Arts and Reading Finalized
September 28, 2010	Elementary Curriculum Leader Meeting – Overview of Continuous Improvement Process and District Initiatives
October 25, 2010	Elementary Curriculum Leader Meeting
January 6, 2011	Elementary Curriculum Leader Meeting – Overview of New MN Academic Standards and Standards Alignment Activity
January 17, 2011	Standards Gap Analysis Activity
March 31, 2011	Elementary Curriculum Leader Meeting – Update on Standards Implementation
May 2, 2011	Elementary Curriculum Leader Meeting – Overview of Framework Development Process for Literacy
May 7 – 11, 2011	International Reading Association Annual Conference
June 14, 2011	Launch of Elementary Curriculum Review Process <ul style="list-style-type: none"> • What is New Since 2002? (Literacy Consultant - Jeanne Eisenbarth) • Overview of New Minnesota Academic Standards in Language Arts & Reading • Building on the Current Framework - Remodeling Process • Framing the Work of the Study Groups
July/August, 2011	Study Group Meeting
August 18, 2011	Elementary Literacy Review Committee Meeting <ul style="list-style-type: none"> • Study Group Reports
2010 - 2011	
August 30, 2011	<i>Effective Teaching of Reading: From Phonics to Fluency to Proficient Reading</i> – Presented by Tim Rasinski
September 21, 2011	Elementary Literacy Review Committee Meeting <ul style="list-style-type: none"> • Reflections on Tim Rasinski • The "heart" of the framework - building a rationale statement • MCA Reading Results - things to think about as we redesign our framework • Study Groups - check-in and next steps
October, 2011	Literacy Study Group Meetings

October 6 – 8, 2011	Common Core Symposium
October 26, 2011	Elementary Literacy Review Committee Meeting <ul style="list-style-type: none"> • Standards update • Rationale statement • Study group reports • Teachback activities
January 5, 2012	Elementary Literacy Review Committee Meeting <ul style="list-style-type: none"> • MN Academic Standards - Gap Analysis • Complete literacy rationale statement • Read Well by Third Grade - Information • Develop Criteria for Materials Selection • Survey of K-5 Literacy Practice - audit of practice & materials
January 17, 2012	<i>Effective Teaching of Reading. From Vocabulary and Word Study to Comprehension and Proficient Reading</i> – Presented by Tim Rasinski
February, 2012	Interview Literacy Program Vendors
February 16, 2012	Literacy Presentation by Mary Jacobsen, U of M Professor
February 28, 2012	Elementary Literacy Review Committee Meeting <ul style="list-style-type: none"> • Core materials review • Update on Read Well by Third Grade – literacy plan and grade level proficiency levels
March 1 - 12, 2012	Elementary Staff Literacy Instructional Practice Survey
March 13 – 14, 2012	Elementary Literacy Review Committee Meeting <ul style="list-style-type: none"> • Program presentations of literacy programs
March 27 – 29, 2012	Elementary Literacy Review Committee Meeting <ul style="list-style-type: none"> • Questions and Answer sessions with companies
April 18, 2012	Elementary Literacy Review Committee Meeting <ul style="list-style-type: none"> • Selection of core materials • Narrowed selection to three companies
April 23, 2012	Update on the Elementary Literacy Program Review to School Board
May 3, 2012	Elementary Literacy Review Committee Meeting <ul style="list-style-type: none"> • Final selection of core materials
May 10, 2012	Community Curriculum Advisory Committee Meeting <ul style="list-style-type: none"> • Presentation of Elementary Literacy Review Process

Balanced Literacy Components



How to Structure Strategy Instruction for Student Growth and Success

Facilitating the Gradual Release of Responsibility Model

<div> <div>I Do It Teacher-Led</div> <div>We Do It Shared</div> <div>You Do It (together/alone) Independent for Student</div> </div>			
Teacher Modeling		Guided Practice	Collaborative/Independent Practice
Teacher	Teacher	Teacher	Teacher
<ul style="list-style-type: none"> Explains Models effectively Thinks aloud Leads response and discussion <p>Examples: reading/writing aloud, modeled reading/writing</p>	<ul style="list-style-type: none"> Purposefully guides a group conversation Leads students in a shared practice and discussion Scaffolds students' attempts and supports their thinking Gives feedback and monitors student understanding of the task <p>Examples: shared/interactive reading and writing, guided reading/writing</p>	<ul style="list-style-type: none"> Observes students Provides feedback Responds to student needs Assesses student understanding <p>Examples: guided reading/writing, conferences regarding independent reading/writing, informal check-ins</p>	<p>Examples: independent reading/writing</p>
Student	Student	Student	Student
<ul style="list-style-type: none"> Observes Processes information Responds to modeling Discusses with students and teacher 	<ul style="list-style-type: none"> Practices with the teacher and student group/partner Responds to feedback Discusses Demonstrates growing understanding 	<ul style="list-style-type: none"> Practices independently and/or with a student group/partner Demonstrates understanding and ability to self-monitor Shares thinking processes with teacher and/or student partner or group Requests assistance from teacher and/or other students 	<ul style="list-style-type: none"> Uses learning independently in authentic situations Transfers learning to other related but various situations Shares learning with others

One Way to Map Out a Year of Standards-Based Literacy Instruction

Sample: Third-grade Year

Types of Literacy Activities	Close Reading of Texts				Writing About Texts			Research Projects	Narrative Writing
Per quarter: Specific Student Texts/Products	5-9 Short Texts	1 Extended Text	Routine/Everyday Writing		2 Analytical Writing Projects	1 Research Reading and Writing Project	1-2 Narrative Writing Project	Conveying experiences	
Focus to Support Standards	Texts: Reading a variety of texts across genres and content areas— 60% literature, 20% science, 20% social studies/arts	Text: Reading both fiction (literature) and nonfiction (informational) Alternate text type each quarter.	Developing and conveying understanding throughout the curriculum Examples: science notebook, math explanations, writing in response to reading		Sharing opinions and informing/ explaining	Using additional texts and writing skills for research			
Reading and Writing to Support Learning (all four quarters)									
Cite evidence	Analyze Content	Study and apply grammar	Study and apply vocabulary	Conduct discussions	Report findings				
	Reading: Foundational Skills (all four quarters)				Fluency				
Phonics and word recognition									

Based upon the Draft ELA/Literacy Model Content Framework for Grade 3 created by the PARCC for the Common Core English/Language Arts Standards as accessed October 2011.

NOTE: This model is merely a sample to illustrate the needed intensity and the emphasis on both reading and writing and both fiction and nonfiction reading across all four quarters. Minnesota's English/Language Arts Standards include and supplement the Common Core Standards represented in this chart.

AGENDA ITEM: **Middle School Social Studies Framework**

MEETING DATE: **May 21, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Ann Malwitz, Professional Learning and Development Coordinator**
Gretchen Harriman, Curriculum & Program Development Coordinator
David Law, Assistant Superintendent
Dr. Michael Lovett, Superintendent

Background:

At tonight's work-study session a presentation will be given on the Middle School Social Studies Framework. This framework is the culmination of a two year study by the middle school social studies department and teaching and learning team. This framework was developed to align with the PreK-5 Social Studies Framework (Board Approved 2009) and the 6-12 Social Studies Framework (Board Approved 2007). While the 6-12 framework provided a philosophical grounding for secondary programming, the middle school framework has been developed to add clarity about how students learn in a social studies program at the middle level.

The middle school framework addresses state and national standards and instructional approaches for helping students develop a deep understanding of social studies content. This framework is the basis for decision-making concerning social studies resources at the middle school level.

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Middle School Social Studies Framework



White Bear Lake Area Schools – Middle School Social Studies Framework

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Middle School Social Studies Framework Committee

Name	Grade Level/Position/Building
Brad Engen	Grade 8, Sunrise Park Middle School
Kari Janzen	Grade 7, Central Middle School
Jenny Kasten	Grade 8, Central Middle School
Carrie Kearney	Grade 7, Central Middle School
Mick McCollough	Grade 8, Central Middle School
Ann Merritt	Grade 6, Sunrise Park Middle School
Huy Nguyen	Grade 7, Sunrise Park Middle School
Richard Samuelson	Grade 6, Central Middle School
Abby Skurdalsvold	Grade 8, Sunrise Park Middle School
Ann Malwitz	District Center, Professional Development
Gretchen Harriman	District Center, Curriculum
Dr. Dana Carmichael	Dynamic Learner Consulting

Middle School Social Studies Review Process

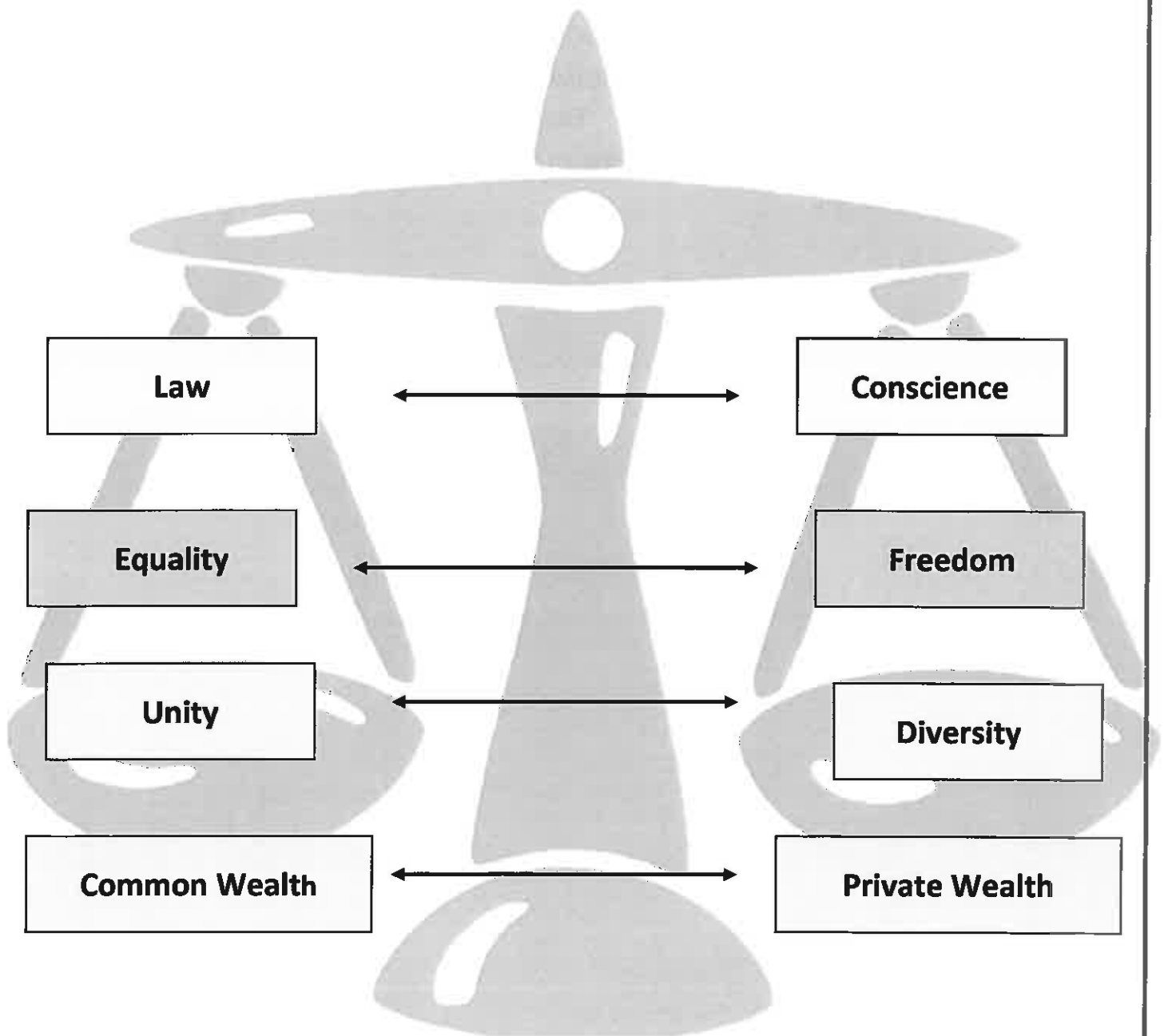
Date	Task	Participants
October 27, 2010	Framework Kick-Off: <ul style="list-style-type: none"> Purpose of a Framework Review of Elementary and Secondary Frameworks Rationale Development 	<ul style="list-style-type: none"> 6-8 Social Studies Teachers Professional Development Coordinator Curriculum Coordinator
February 1, 2011	Introduction to Authentic Intellectual Work	<ul style="list-style-type: none"> 6-8 Social Studies Teachers Professional Development Coordinator Curriculum Coordinator Dr. Dana Carmichael Dynamic Learner Consulting
March 29, 2011	Framework Development <ul style="list-style-type: none"> Review of Current Research and National Standards Creation of Belief Statements Identification of Core Elements of Framework Review of Minnesota Academic Standards Drafts 	6-8 Social Studies Teachers <ul style="list-style-type: none"> Professional Development Coordinator Curriculum Coordinator
February 17, 2012	Release of Revision of Minnesota K-12 Academic Standards in Social Studies	
March 6, 2012	Review of Standards Framework Finalized Evaluation Criteria Established	<ul style="list-style-type: none"> 6-8 Curriculum/ Building Leaders Curriculum Coordinator
March-April, 2012	Standards Alignment and Selection of Materials	<ul style="list-style-type: none"> 6-8 Social Studied Teachers Curriculum Coordinator

Middle School Social Studies Rationale

The purpose of Social Studies education in the White Bear Lake Area Schools is to prepare students for the most important position in a democracy: the office of citizen. At the Middle School level, through authentic learning experiences in history and geography, students develop essential knowledge and skills necessary to become reflective problem solvers. This empowers students to effectively interact with diverse groups of people, while appreciating the delicate balance of rights and responsibilities essential for citizens in an increasingly interdependent and changing world. These citizen scholars will promote the public good by effectively participating as members of their local, national, and global communities.

The Four Tensions

Thomas Jefferson, Abraham Lincoln, and Martin Luther King, Jr. all presented the same four arguments. These four arguments, or tensions, serve as the basis for all questions in the area of social studies, regardless of the discipline.



Belief Statements – Research Based Best Practices for Social Studies

As active participants in the middle school Social Studies classroom, students should:

- Make connections to life outside of the classroom, and see Instructional value beyond school
- Collaborate with one another
- Reflect on learning experiences through journaling
- Engage in higher order thinking
- Participate in interactive/shared experiences
- Practice mutual respect, resulting in a safe learning environment
- Practice inquiry
- Experience different learning modalities, learning through different styles
- Make choices
- Access and use technology to investigate and communicate
- Communicate through reading, writing, speech and listening
- Experience rigorous concepts
- Develop habits of lifelong learning
- Draft, reconsider, and revise their work and ideas
- Engage fully
- Pursue academic scholarship
- Develop a perspective of making global connections

Middle School Social Studies Framework Components

The White Bear Lake Middle School Social Studies framework was a work in progress from October 2010 through Spring 2012. Unique in its inception, it was informed by the White Bear Lake 6-12 Social Studies Framework (2007); the White Bear Lake Area Schools PreK-5 Social Studies Framework (2009); the National Council of Social Studies Standards; the research of Fred Newmann and his standards for Authentic Intellectual Work; the Wisconsin Historical Society's "Thinking Like a Historian" resources; and the Minnesota K-12 Academic Standards in Social Studies (2011). The initial 6-12 secondary framework was developed in collaboration with Dr. Michael Hartoonian, with an emphasis on the high school program. The elementary framework was co-created with Dr. Dana Carmichael, with the secondary framework informing its development.

Following the elementary framework's board adoption and subsequent selection of instructional materials, the middle schools program chose to re-examine their program to ensure a seamless bridging of elementary and secondary programming. While the initial work took place during the 201-011 school year, the completion of the document was delayed for the final draft of the revision of the Minnesota Academic Standards. The framework's main goal of Social Studies district-wide is that students become active and engaged citizen-scholars.

During the review process, the department was simultaneously trained in the pedagogy of Authentic Intellectual Work, identified core components of the secondary framework that pertained to middle school, affirmed a commitment to inquiry based learning, crafted a rationale statement specific to middle school and conducted a standards alignment.

The foundational components of the Middle School Social Studies Framework include:

- **National Council of Social Studies (NCSS) Standards**
- **Authentic Intellectual Work (AIW)**
- **Thinking Like a Historian: A Framework to Enhance and Improve Teaching and Learning**
- **Minnesota K-12 Academic Standards in Social Studies**

As the framework neared completion, the White Bear Lake Area School Board approved an International Baccalaureate (IB) Application for Candidacy for Central and Sunrise Park Middle Schools. The foundational components of Authentic Intellectual Work and the Thinking Like a Historian Framework align with the core tenants of International Baccalaureate programming.

National Council for Social Studies (NCSS) Standards

The NCSS standards, originally published in 1994 and revised in 2010, have been widely and successfully used as a framework for curriculum alignment and professional development in preK-12 Social Studies nation-wide. As a principled framework, the standards assist social studies professionals in selection and organization of knowledge and modes of inquiry for the purpose of instruction. The framework moves beyond the transmission of knowledge alone, or any single approach to teaching and learning. Rather, it emphasizes inviting students to become active participants in the learning process.

The NCSS standards identify ten vital themes of a comprehensive social studies program. These themes can be taught in either a discipline based approach, or can cut across the core areas of social studies. Along with identifying the ten themes, the standards also identify learning expectations for all grade bands, and provide snapshots of classroom practice that inform instruction.

National Council for Social Studies: The Ten Themes



CULTURE

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. Young learners can explore concepts of likenesses and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with class members and discover culturally-based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world. In the middle grades, students begin to explore and ask questions about the nature of various cultures, and the development of cultures across time and place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.



TIME, CONTINUITY, AND CHANGE

Social studies programs should include experiences that provide for the study of the past and its legacy.

Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in

core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.

Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

Knowing how to read, reconstruct and interpret the past allows us to answer questions such as: How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

Children in early grades learn to locate themselves in time and space. They gain experience with sequencing to establish a sense of order and time, and begin to understand the historical concepts that give meaning to the events that they study. The use of stories about the past can help children develop their understanding of ethical and moral issues as they learn about important events and developments. Children begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. They learn to offer explanations for why views differ, and thus develop the ability to defend interpretations based on evidence from multiple sources. They begin to understand the linkages between human decisions and consequences. The foundation is laid for the further development of historical knowledge, skills, and values in the middle grades.

Through a more formal study of history, students in the middle grades continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry. They develop a deeper understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions. They are increasingly able to use multiple sources to build interpretations of past events and eras. High school students use historical methods of inquiry to engage in the examination of more sophisticated sources. They develop the skills needed to locate and analyze multiple sources, and to evaluate the historical accounts made by others. They build and defend interpretations that reconstruct the past, and draw on their knowledge of history to make informed choices and decisions in the present.

PEOPLE, PLACES, AND ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments.

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.

During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. They study the communications and transportation networks that link different population centers, the reasons for these networks, and their impact. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places. Learners develop an understanding of the growth of national and global regions, as well as the technological advances that connect students to the world beyond their personal locations.

Today's social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions such as: Why do people decide to live where they do or move to other places? Why is location important? How do people interact with the environment and what are some of the consequences of those interactions? What physical and other characteristics lead to the creation of regions? How do maps, globes, geographic tools and geospatial technologies contribute to the understanding of people, places, and environments?

In schools, this theme typically appears in units and courses dealing with geography, regional studies, and world cultures. Student experiences will encourage increasingly abstract thought as they use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. In the early grades, young learners draw upon immediate personal experiences in their neighborhoods, towns and cities, and states, as well as peoples and places distant and unfamiliar, to explore geographic concepts and skills. They learn to use maps, globes, and other geographic tools. They also express interest in and concern for the use and misuse of the physical environment. During the middle grades, students explore people, places,

and environments in this country and in different regions of the world. They learn to evaluate issues such as population growth and its impact, “push and pull” factors related to migration, and the causes and implications of national and global environmental change. Students in high school are able to apply an understanding of geospatial technologies and other geographic tools and systems to a broad range of themes and topics. As they analyze complex processes of change in the relationship between people, places, and environments, and the resulting issues and challenges, they develop their skills at evaluating and recommending public policies.

4

INDIVIDUAL DEVELOPMENT AND IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identity.

Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development. Given the nature of individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally and intellectually? Why do individuals behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop over time? How do social, political, and cultural interactions support the development of identity? How are development and identity defined at other times and in other places?

The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the

exploration, identification, and analysis of how individuals and groups are alike and how they are unique, as well as how they relate to each other in supportive and collaborative ways. In the middle grades, issues of personal identity are refocused as the individual begins to explain his or her unique qualities in relation to others, collaborates with peers and with others, and studies how individuals develop in different societies and cultures. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

5

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.

Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.

In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups

conflict—for example, the school board removing playground equipment for safety reasons vs. the same equipment being used in a city park playground (i.e., swings, monkey bars, or sliding boards). They should also have opportunities to explore ways in which institutions (such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

6

POWER, AUTHORITY, AND GOVERNANCE

Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Learning the basic ideals and values of a constitutional democracy is crucial to understanding our system of government. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security.

In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.

By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.



PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

In exploring this theme, students confront such questions as: What factors influence decision-making on issues of the production, distribution and consumption of goods? What are the best ways to deal with market failures? How does interdependence brought on by globalization impact local economies and social systems?

Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of

thinking will also be an important tool for students as they analyze complex aspects of the economy.

In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics. Young learners begin by prioritizing their economic wants vs. needs. They explore economic decision-making as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to fundamental economic questions. High school students develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as trade, resource use, unemployment, and health care.



SCIENCE, TECHNOLOGY, AND SOCIETY

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without technology and the science that supports it.

There are many questions about the role that science and technology play in our lives and in our cultures. What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? Is new technology always better than that which it replaces? How can we cope with the ever-increasing pace of change, perhaps even the concern that technology might get out of control? How can we manage technology so that the greatest numbers of people benefit? How can we preserve fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? How do science and technology affect our sense of self and morality? How are disparate cultures, geographically separated but impacted by global events, brought together by the technology that informs us about events, and offered hope by the science that may alleviate global problems (e.g., the spread of AIDS)? How can gaps in access to benefits of science and technology be bridged?

This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues as well as the knowledge base for considering responses to the societal issues related to science and technology.

Young children learn how science and technologies influence beliefs, knowledge, and their daily lives. They study how basic technologies such as telephones, ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams, and irrigation to modify our physical environment and contribute to changes in global health and economics. From history (their own and others'), they can construct examples of the effects of technologies such as the wheel, the stirrup, an understanding of DNA, and the Internet. In the middle grades, students begin to explore the complex influence of scientific findings and technology on human values, the growth of knowledge, and behavior. Students examine scientific ideas and technological changes that have surprised people and even challenged their beliefs, as in the case of discoveries about our universe and their technological applications, as well as the genetic basis of life, atomic physics, and other subjects. As they move from the middle grades to high school, students continue to think analytically about the consequences of change and how we can manage science and technology to increase benefits to all. Students gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; test-tube life; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment.

9

GLOBAL CONNECTIONS

Social studies programs should include experiences that provide for the study of global connections and interdependence.

Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.

In exploring this theme, students confront questions such as: What are the different types of global connections? What global connections have existed in the past,

exist currently, and are likely in the future? How do ideas spread between societies in today's interconnected world? How does this result in change in those societies? What are the other consequences of global connections? What are the benefits from and problems associated with global interdependence? How might people in different parts of the world have different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs? What is needed for life to thrive on an ever changing and increasingly interdependent planet?

Analyses of the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues. By interpreting the patterns and relationships of increased global interdependence, and its implications for different societies, cultures and institutions, students learn to examine policy alternatives that have both national and global implications.

This theme typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology but may also draw upon the natural and physical sciences and the humanities, including literature, the arts, and languages. Through exposure to various media and first-hand experiences, young learners become aware of how things that happen in one part of the world impact other parts of the world. Within this context, students in early grades examine and explore various types of global connections as well as basic issues and concerns. They develop responsive action plans, such as becoming e-pals with a class in another part of the world. In the middle years, learners can initiate analyses of the consequences of interactions among states, nations, and world regions as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. They also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology.



CIVIC IDEALS AND PRACTICES

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.

Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.

Questions faced by students studying this theme might be: What are the democratic ideals and practices of a constitutional democracy? What is the balance between rights and responsibilities? What is civic participation? How do citizens become involved? What is the role of the citizen in the community and the nation, and as a member of the world community? Students will explore how individuals and institutions interact. They will also recognize and respect different points of view. Students learn by experience how to participate in community service and political activities and how to use democratic processes to influence public policy.

In schools, this theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities. In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, participating in mock elections, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places through stories and drama. By the middle grades, students expand their knowledge of democratic ideals and practices, along with their ability to analyze and evaluate the relationships between these ideals and practices. They are able to see themselves taking civic roles in their communities. High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They become familiar with methods of analyzing important public issues and evaluating different recommendations for dealing with these issues.

Source URL: <http://www.socialstudies.org/standards/strands>

Authentic Intellectual Work (AIW)

Authentic Intellectual Work (AIW), as developed by Fred Newmann and his colleagues at University of Wisconsin – Madison is a systemic tool for analyzing the intellectual quality of teaching and learning. Originally a research tool, AIW can be used as professional development for teachers to analyze and refine their practice, and impact student learning. Teachers meet in teams and use the scoring protocol to examine classroom assessments, instruction, and student work; this leads to in depth conversations about practice, and changes that can be made to impact student learning.

Teachers use three broad criteria to examine the intellectual quality of teaching and learning. The criteria include:

- **Construction of Knowledge:** using or manipulating knowledge, by analyzing, interpreting, synthesizing, or evaluating—rather than simply reproducing knowledge
- **Disciplined Inquiry:** gaining in-depth understanding of content, and using elaborated communication to convey thinking
- **Value Beyond School:** student production of products, performances or discourse that have personal, aesthetic, or social value beyond simply producing “school work.”

Using the criteria, the AIW Framework sets standards for teaching academic subjects that:

- Maximize expectations of intellectual rigor for all students
- Increase student interest in academic work
- Support teachers’ taking time to teach for in-depth understanding, rather than superficial coverage of material
- Provide a common conception of student intellectual work that promotes professional community among teacher of different grade levels and subjects and
- Equip student to address the complex intellectual challenges

The Middle School Social Studies Framework is crafted upon the foundation of AIW standards, and the expectation that White Bear Lake social studies is meaningful to students, contributes to a core of knowledge that can be applied beyond a particular lesson, and connects to students’ lives.

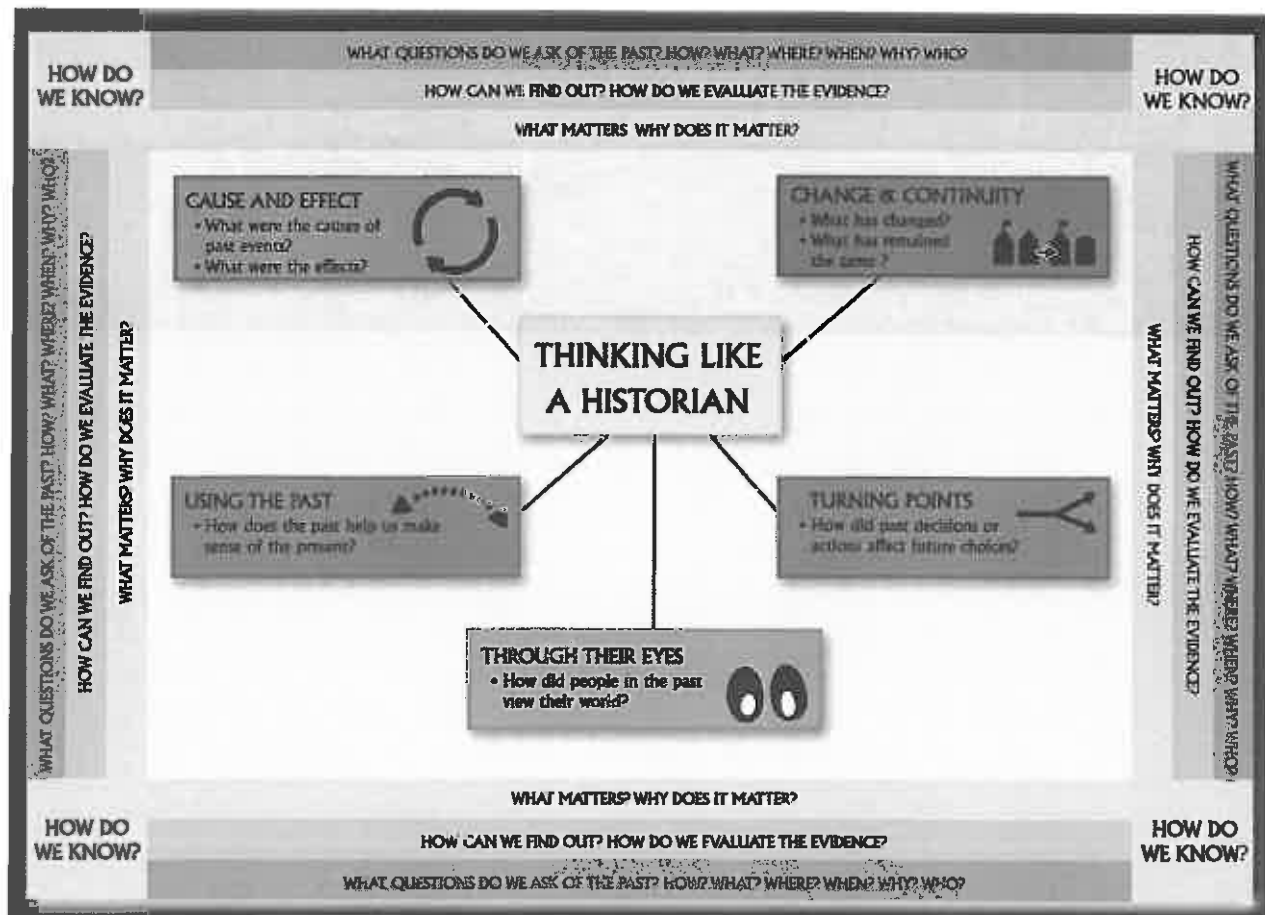
Authentic Intellectual Work – An Instructional Framework

CRITERIA	STANDARDS		
	Instruction	Assignments	Student Work
Construction of Knowledge	Higher Order Thinking	Construction of Knowledge	Construction of Knowledge
Disciplined Inquiry	Depth of Knowledge and Student Understanding Substantive Conversation	Elaborated Communication	Conceptual Understanding Elaborated Communication
Value Beyond School	Value Beyond School	Value Beyond School	

An Inquiry Model for Social Studies: Thinking Like a Historian




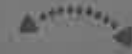

The framework established by the Wisconsin Historical Society is built upon the belief that “history is not the past, it is a study of the past,” and students should learn encounter history by approaching historical sources asking the same types of questions that historians ask. It is important to view history as a discipline of inquiry and analysis. As the framework notes, “We become engaged and help students find meaning in the past when we use discipline-specific skills of historical inquiry and analysis. “Historical literacy incorporates historical processes and historical categories of inquiry. The “Thinking Like a Historian Framework” clarifies this process for students and teachers.

- **Outer Banner Questions – Guides historical process by asking, “How do we know about the past?”**
- **Inner Panel Questions – Organizes historical categories of inquiry to explore the question, “How do we make sense of the past?”**



Historical categories of inquiry organize investigation and interpretation of the past. They guide analysis and synthesis and can be applied to any time or place. Teachers use these questions to connect the study of one period or place to others.

While the questions guide inquiry, they can also be used to integrate students' prior knowledge, and to build a common language for students to use as they direct their exploration of any historical topic.

WHAT QUESTIONS DO WE ASK OF THE PAST? THINKING LIKE A HISTORIAN				
 CAUSE AND EFFECT	 CHANGE AND CONTINUITY	 TURNING POINTS	 USING THE PAST	 THROUGH THEIR EYES
<p>What were the causes of past events?</p> <p>What were the effects?</p> <ul style="list-style-type: none"> • Who or what made change happen? • Who supported change? • Who did not support change? • Which effects were intended? • Which effects were accidental? • How did events affect people's lives, community, and the world? 	<p>What has changed?</p> <p>What has remained the same?</p> <ul style="list-style-type: none"> • Who has benefited from this change? • Who has not benefited? And why? 	<p>How did past decisions or actions affect future choices?</p> <ul style="list-style-type: none"> • How did decisions or actions narrow or eliminate choices for people? • How did decisions or actions significantly transform people's lives? 	<p>How does the past help us make sense of the present?</p> <ul style="list-style-type: none"> • How is the past similar to the present? • How is the past different from the present? • What can we learn from the past? 	<p>How did people in the past view their world?</p> <ul style="list-style-type: none"> • How did their worldview affect their choices and actions? • What values, skills and forms of knowledge did people need to succeed?

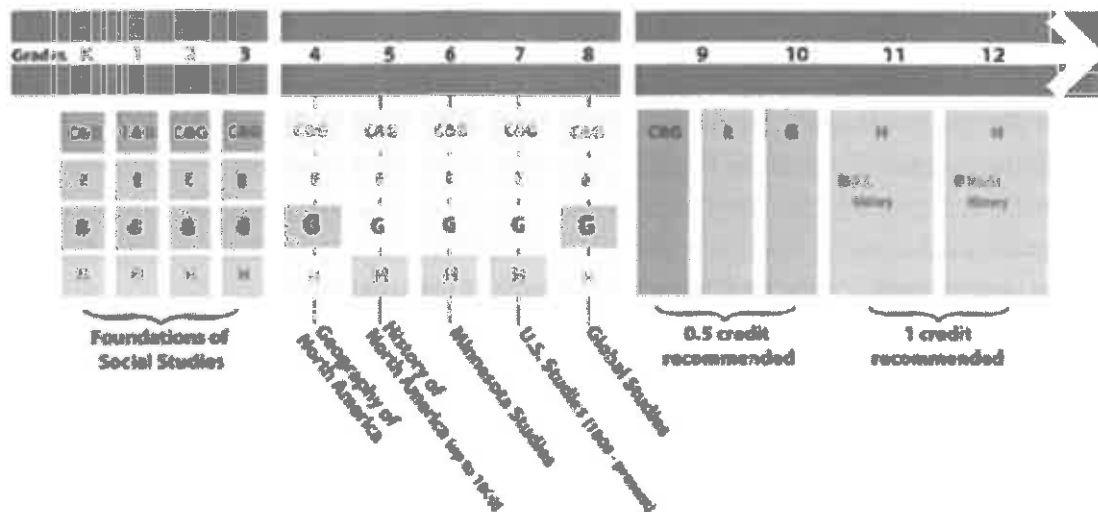
Minnesota Academic Standards in Social Studies (2011)

The 2011 Minnesota Academic Standards in Social Studies set expectations for students in the core social studies disciplines of history, geography, economics, and citizenship/government. The standards were set with the purpose of preparing engaged citizens and equipping students for post-secondary education, work, and civic life. Students are expected to master a body of knowledge and apply their learning to understand complex situations and contexts. Critical thinking, problem solving, discipline-based inquiry, and communicating findings are at the core of the standards.

Structure of the Minnesota K-12 Academic Standards in Social Studies (2011)



Minnesota K-12 Social Studies Standards SEQUENCE OF STUDY



Legend

LEAD	Leadership & Government	E	Economics
G	Geography	H	History

Note

Grades 4 through 8 include all strands with focus on a LEAD discipline. Indicated by bolder color and bolder type.

Minnesota Department of
Education

Intermediate and Middle Grades

Grade 4 Geography of North America	Grade 5 History of North America (up to 1800)	Grade 6 Minnesota Studies	Grade 7 U.S. Studies (1800 - present)	Grade 8 Global Studies
Citizenship & Government	Citizenship & Government	Citizenship & Government	Citizenship & Government	Citizenship & Government
Economics	Economics	Economics	Economics	Economics
GEOGRAPHY	Geography	Geography	Geography	GEOGRAPHY
History	HISTORY	HISTORY	HISTORY	History

Figure 4. Overview of Social Studies in Grades 4-8

In grades 4 through 8, students are introduced to a disciplinary focus with a "lead" discipline that frames the social studies for that grade level. (The lead discipline for each grade level is described below.) Core concepts from the other three disciplines provide complementary perspectives that promote an integrated understanding of the content. Although there are designated lead and supporting disciplines, the importance of integration should be emphasized: One cannot truly understand history content, for example, without considering the relevant economic, political and geographic factors.

In grade 4, students focus on the *Geography of North America*. In grade 5, they study the *History of North America* up to 1800. From this foundation, the context for learning moves from local to global. Beginning with *Minnesota Studies* in grade 6, students learn about state history and government and Minnesota's role within the larger context of the country. Followed by *United States Studies* in grade 7, students study the country's history and government from 1800 to contemporary times. Social studies in the middle grades culminates in the interdisciplinary learning experiences of *Global Studies* in grade 8. Students apply spatial and chronological perspectives as they study the geography of the world's regions and contemporary world history.

Minnesota K-12 Academic Standards in Social Studies

Social Studies Substrands and Standards



Civics Substrands and Standards

Substrand 1 Civic Skills

- Standard 1** Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.

Substrand 2 Civic Values and Principles of Democracy

- Standard 2** The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.
- Standard 3** The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.

Substrand 3 Rights and Responsibilities

- Standard 4** Individuals in a republic have rights, duties and responsibilities.
- Standard 5** Citizenship and its rights and duties are established by law.

Substrand 4 Governmental Institutions and Political Processes

- Standard 6** The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.
- Standard 7** The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.
- Standard 8** Public policy is shaped by governmental and non-governmental institutions and political processes.
- Standard 9** Free and fair elections are key elements of the United States political system.

Substrand 5 Relationships of the United States to Other Nations and Organizations

- Standard 10** The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.
- Standard 11** International political and economic institutions influence world affairs and United States foreign policy.
- Standard 12** Governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.



Economics Substrands and Standards

Substrand 1: Economic Reasoning Skills

- Standard 1** People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

Substrand 2: Personal Finance

- Standard 2** Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.

Substrand 3: Fundamental Concepts

- Standard 3** Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.
- Standard 4** Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.

Substrand 4: Microeconomic Concepts

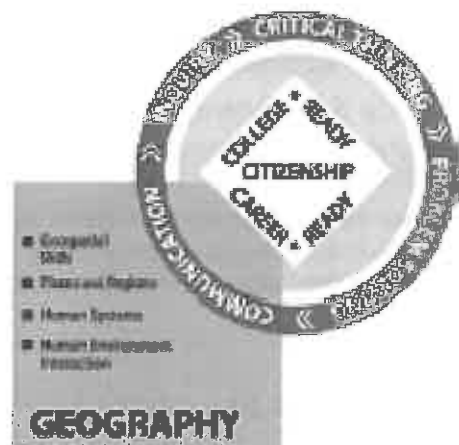
- Standard 5** Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons;

interactions between buyers and sellers in a market determine the price and quantity exchanged of a good, service or resource.

- Standard 6 Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.
- Standard 7 Resource markets and financial markets determine wages, interest rates and commodity prices.
- Standard 8 Market failures occur when markets fail to allocate resources efficiently or meet other goals and this often leads to government attempts to correct the problem.

Substrand 5: Macroeconomic Concepts

- Standard 9 Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.
- Standard 10 The overall levels of output, employment and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others.
- Standard 11 The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.
- Standard 12 International trade, exchange rates, and international institutions affect individuals, organizations and governments throughout the world.



Geography Substrands and Standards

Substrand 1: Geospatial Skills

- Standard 1 People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- Standard 2 Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

Substrand 2: Places and Regions

- Standard 3** Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).
- Standard 4** People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity.

Substrand 3: Human Systems

- Standard 5** The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).
- Standard 6** Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.
- Standard 7** The characteristics, distribution, and complexity of the earth's cultures influence human systems (social, economic and political systems).
- Standard 8** Processes of cooperation and conflict among people influence the division and control of the earth's surface.

Substrand 4: Human Environment Interaction

- Standard 9** The environment influences human actions; and humans both adapt to, and change, the environment.
- Standard 10** The meaning, use, distribution and importance of resources changes over time.



History Substrands and Standards

Substrand 1: Historical Thinking Skills

- Standard 1** Historians generally construct chronological narratives to characterize eras and explain past events and change over time.
- Standard 2** Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

Substrand 2: Peoples, Cultures and Change Over Time

- Standard 3 Historical events have multiple causes and can lead to varied and unintended outcomes.
- Standard 4 The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.
- Standard 5 History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.

Substrand 3: World History

- Standard 6 Environmental changes and human adaptation enabled human migration from Africa to other regions of the world. (The Beginnings of Human History: 200,000 to 8000 BCE)
- Standard 7 The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)
- Standard 8 The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE – 600 CE)
- Standard 9 Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems, and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600– 1450)
- Standard 10 New connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)
- Standard 11 Industrialization ushered in wide-spread population growth and migration, new colonial empires, and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922)
- Standard 12 A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)
- Standard 13 Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989)
- Standard 14 Globalization, the spread of capitalism, and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth

coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1950-Present)

Substrand 4: United States History

- Standard 15** North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)
- Standard 16** Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1783)
- Standard 17** The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)
- Standard 18** Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1881)
- Standard 19** Regional tensions around economic development, slavery, territorial expansion, and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)
- Standard 20** As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform. (Development of an Industrial United States: 1870-1920)
- Standard 21** The economic growth, cultural innovation, and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945)
- Standard 22** Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)
- Standard 23** The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy, and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1990-present)

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AGENDA ITEM: **Elementary Music Curriculum Framework**

MEETING DATE: **May 21, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Ann Malwitz, Professional Learning and Development Coordinator**
Gretchen Harriman, Curriculum & Program Development Coordinator
David Law, Assistant Superintendent
Dr. Michael Lovett, Superintendent

Background:

The elementary music curriculum framework for grades K-5 is the result of a curriculum study that started in the spring of 2009 and culminated with a review by the Community Curriculum Advisory Committee in February of 2012. The framework was developed by all teachers in the elementary music program in consultation with music staff from Perpich Center for the Arts. The work aligns to state and national standards and identifies foundational musical content and skills for students at each grade level, as well as assessment activities, core repertoire, and cross curriculum connections.

The elementary music framework was under development at the same time as the secondary music framework. The elementary framework focuses on developing foundational skills and knowledge through a hands-on approach in which all students can participate. The secondary framework, which will be presented to the Board in the fall, will extend this learning with an increased emphasis on vocal and instrumental performance. Upon completion of the secondary work, the K-12 music department may create an addendum to this document that addresses performance on a broader scale.

This is the first framework developed by the Music Department. It reinforces instructional strategies and materials that are already in place at the elementary level. At tonight's meeting we will hear a presentation regarding the elementary music curriculum framework.

White Bear Lake Area Schools

Independent School District #624

presents



The Elementary Music Curriculum Framework

2012



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Rationale Statement

The vital role of music is the enrichment of the human body, mind, and spirit. Students experience music through singing, playing, moving, listening, reading, writing, and creating. The music classroom encourages exploration, playfulness, imagination, and spontaneity in a healthy and safe environment. The music curriculum supports the development of the whole child through sequential, developmentally-appropriate teaching practices, and builds student success and confidence while learning core values. Students develop essential knowledge and skills necessary for lifelong enjoyment of music, including cultural awareness, community connectedness, and emotional self-awareness essential for citizens in an increasingly interdependent and changing world.

Elementary Music Curriculum Review Committee

<u>Name:</u>	<u>Position/Building</u>
Dan Gullick.....	Music, Birch Lake/Oneka/Hugo; Department Chair
Susan Mielke.....	Music, Oneka; past Department Chair
Jody Pontious.....	Music, Otter Lake
Scott Keen.....	Music, Willow Lane/Matoska International
Odelis Anderson.....	Music, Lakeaires/Matoska International
Jane Burmeister.....	Music, Lincoln/Hugo
Camille Farinella.....	Music, Matoska International
Sandy Knutson... ..	Music, Vadnais Heights/Otter Lake
Barb Kearns... ..	Principal, Willow Lane; Principal Liaison
Ann Malwitz.....	Professional Development, District Center
Gretchen Harriman.....	Professional Development, District Center
Zane Shaefer.....	Professional Development, Perpich Center
Nyssa Brown.....	Professional Development Coordinator for Music Education,
Perpich Center for the Arts	

Timeline for Elementary Music Framework

May 2009- Initial meeting at District Center to start framework process: Cindy Moore, Gretchen Harriman, Ann Malwitz, Barb Kearns, Sue Mielke

June 2009- WBL Elementary Music Department met with Gretchen Harriman at District Center for curriculum mapping

September 2009 – May 2010 -Willow and Birch Lake Friday meetings: WBL Elementary Music Department curriculum mapping

June 18, 2010- WBL Elementary Music Department met with Perpich Center for the Arts at District Center: WBL Elementary Music Department, Ann Malwitz, Zane Shaefer, and Nyssa Brown to plan for common assessments.

September-October 2010- WBL Elementary Music Department assessed and recorded grade 5 using state standard (4.1.2.3.2): singing in a round

Nov. 12, 2010- Zane Shaefer and WBL Elementary Music Department work on common assessment by using a common assessment analysis tool using grade 5 recorded assessments at South Campus

January 18, 2011- WBL Elementary Music Department wrote grade 1 common assessments

April, 2011- 4-6pm continued common assessments

March 2011- Scott Keen and Dan Gullick attend the OAKE National Conference and attend sessions on music curriculum framework

May 26, 2011- Sue Mielke and Dan Gullick reformat curriculum map and finish common assessments formatted to quarters for grades 1-5

June-August 2011- Scott Keen coordinates standards in cross curricular areas. Jody Pontious formats district assessment tools.

September-November 2011-WBL Elementary Music Department writes a rationale statement and revises our documents to prepare for CACC

November 9-13, 2011- Dan Gullick attends the AOSA National Conference in Pittsburgh, PA; attending sessions on best practices and curriculum development

January 2012- Dan Gullick formats all current documents, including adding a table of contents, timeline and list of participants

February 6, 2012 CACC hearing

TBA Final School Board approval

National and Minnesota Music Education Standards

National Standards: Grades K-12

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Grades K-3: Minnesota State Music Standards, revise 2009; in effect in the school year of 2010-2011

1. Artistic Foundations
 - a. Demonstrate the foundation of the arts area
 - i. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts (0.1.1.3.1)
 - b. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.
 - i. Read and notate music using a system of notation such as solfege, numbers or symbols (0.1.2.3.1)
 - ii. Sing and play with accurate pitch rhythm and expressive intent (0.1.2.3.2)

- c. Demonstrate understanding of personal, social, cultural and historical contexts that influence the arts area.
 - i. Identify the characteristics of music from a variety of cultures including contributions of Minnesota America Indian tribes and communities. (0.1.3.3.1)
- 2. Artistic Process: Create or Make
 - a. Create or make in a variety of contexts in the arts area using the artistic foundations.
 - i. Improvise or compose to express musical ideas using the voice or an instrument. (0.2.1.4.1)
 - ii. Revise a creation based on the feedback of others. (0.2.1.4.2)
- 3. Artistic Process: Perform or Present
 - a. Perform or present in a variety of contexts in the arts area using the artistic foundations.
 - i. Sing and play a varied repertoire that includes simple rhythms and melodies. (0.3.1.3.1)
 - ii. Reflect on a performance based on the feedback of others. (0.3.1.3.2)
- 4. Artistic Process: Respond or Critique
 - a. Respond to or critique a variety of creations or performances using the artistic foundations.
 - i. Compare and contrast the characteristics of a variety of music works or performances. (0.4.1.3.1)

Grades 4-5: Minnesota State Music Standards, revise 2009; in effect in the school year of 2010-2011

- 1. Artistic Foundations
 - a. Demonstrate the foundation of the arts area
 - i. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts (4.1.1.3.1)

- ii. Describe how the elements and their related concepts such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music. (4.1.1.3.2)
 - iii. Identify the characteristics of a variety of genres and music styles such as march, taiko, mariachi and classical. (4.1.1.3.3)
- b. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.
- i. Read and notate music using standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef and time signatures. (4.1.2.3.1)
 - ii. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent. (4.1.2.3.2)
- c. Demonstrate understanding of personal, social, cultural and historical contexts that influence the arts area.
- i. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities. (4.1.3.3.1)
 - ii. Describe how music communicates meaning. (4.1.3.3.2)
2. Artistic Process: Create or Make
- a. Create or make in a variety of contexts in the arts area using the artistic foundations.
 - i. Improvise or compose rhythms, melodies and accompaniments using voice or instruments to express a specific musical idea. (4.2.1.3.1)
 - ii. Revise creative work based on feedback of others and self-reflection. (4.2.1.3.2)
3. Artistic Process: Perform or Present
- a. Perform or present in a variety of contexts in the arts area using the artistic foundations.
 - i. Sing alone and in groups such as rounds and part songs or play instruments alone and in a group. (4.3.1.3.1)
 - ii. Revise performances based on the feedback of others and self-reflection. (4.3.1.3.2)
4. Artistic Process: Respond or Critique
- a. Respond to or critique a variety of creations or performances using the artistic foundations.
 - i. Justify personal interpretations and reactions to a variety of musical works or performances. (4.4.1.3.1)

Grade Level Curriculum Overview for Grade 1

Content

<p><u>Rhythm-</u></p> <p>Beat</p> <ul style="list-style-type: none"> -Movement, Body Percussion, Instrumental, Vocal <p>Tempo</p> <ul style="list-style-type: none"> -Fast, Slow (identify, perform, listen) <p>Rhythmic Reading</p> <ul style="list-style-type: none"> -Quarter note, 2-Eighth notes, Quarter rest (move, speak, listen, Perform, sing, label, read, write) <p>Meter</p> <ul style="list-style-type: none"> -Simple Duple, Simple Triple (experience, conduct, move, beat groupings, identify) <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Repeat sign, Rhythm, Beat 	<p><u>Harmony-</u></p> <p>Vocal</p> <ul style="list-style-type: none"> -Spoken/Sung Ostinato (speak, sing, imitate, explore, improvise, create) <p>Instrumental Accompaniment</p> <ul style="list-style-type: none"> -Un-pitched percussion exploration -Barred Instruments Chord Borduun (perform, imitate, explore, improvise)
<p><u>Melody-</u></p> <p>Contour</p> <ul style="list-style-type: none"> -Vocal Exploration <p>Pitch</p> <ul style="list-style-type: none"> -So-Mi- La (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) <p>Song Repertoire</p> <ul style="list-style-type: none"> -Sing in a variety of keys, meters, modes, styles and cultures <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Pitch, High, Low, Loud, Quiet 	<p><u>Form-</u></p> <p>Musical Form</p> <ul style="list-style-type: none"> -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba <p>Large Form</p> <ul style="list-style-type: none"> -AB, ABA (listen, move, create, inner-hearing, perform, identify) <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Introduction, Repeat Sign

Content continued

Grade 1

<p><u>Instruments-</u></p> <p>Timbre</p> <ul style="list-style-type: none"> -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper (identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) <p>Orchestral Instruments</p> <ul style="list-style-type: none"> -Individual instruments (i.e. Peter and the Wolf) <p>Cultural/Folk Instruments</p> <ul style="list-style-type: none"> -Introduce and experience cultural and folk music (listen, imitate, perform) 	<p><u>Artistry-</u></p> <p>Vocal Technique</p> <ul style="list-style-type: none"> -Head voice, breath, posture <p>Instrument Technique</p> <ul style="list-style-type: none"> -Mallets, Un-pitched and Pitched percussion <p>Dynamics</p> <ul style="list-style-type: none"> -Loud, Quiet (listen, perform, sing, verbalize, identify, move) <p>Listening</p> <ul style="list-style-type: none"> -Etiquette: Concert, Listening (verbalize, demonstrate) <p>Performance</p> <ul style="list-style-type: none"> -verbalize, critique, revise <p>Create</p> <ul style="list-style-type: none"> -Improvise/Compose- 4-beat pattern (demonstrate, perform, revise, critique)
<p><u>Movement-</u></p> <p>Loco-Motor</p> <ul style="list-style-type: none"> -Improvise/Create (ex: walk, jog, jump) <p>Non Loco-Motor</p> <ul style="list-style-type: none"> -Improvise/Create (ex: wiggle, clap, snap) <p>Folk Dance/Play Party</p> <ul style="list-style-type: none"> -Simple Dance Calls <p>Passing Games</p> <p>Clapping Games</p> <p>Levels</p> <ul style="list-style-type: none"> -High, Middle, Low 	

Grade 1

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	<p>I Think Music's Neat</p> <p>Fang and Twang</p> <p>Chinese Dance from the Nutcracker</p> <p>Engine, Engine</p> <p>Lucky Me</p> <p>Counting Song</p> <p>Bye Lo Baby O</p> <p>Bell Horses</p> <p>Baker's Hat</p>	<p>See Cross-Curricular Connections</p> <p><u>Books</u></p> <p><i>The Very Busy Spider</i> by E. Carle</p> <p><i>Drummer Hoff</i> by B. Emberley</p> <p><i>It's Not Easy Being a Bunny</i> by M. Sadler</p> <p><i>Otto Goes to the Beach</i> by T. Parr</p>	<p><u>Minnesota State Standards</u></p> <p>(0.1.1.3.1)</p> <p>(0.1.2.3.1)</p> <p>(0.1.2.3.2)</p> <p>(0.1.3.3.1)</p> <p>(0.2.1.4.1)</p> <p>(0.2.1.4.2)</p> <p>(0.3.1.3.1)</p> <p>(0.3.1.3.2)</p> <p>(0.4.1.3.1)</p> <p><u>National Standards</u></p> <p>1,2,3,4,5,6,7,8,9</p>

Grade Level Curriculum Overview for Grade 2

Content

<p><u>Rhythm-</u></p> <p>Beat</p> <ul style="list-style-type: none"> -Movement, Body Percussion, Instrumental, Vocal <p>Tempo</p> <ul style="list-style-type: none"> -Faster, Slower, Compare (identify, perform, listen) <p>Rhythmic Reading</p> <ul style="list-style-type: none"> -2 Tied Quarter Notes, Half Note, Half Rest (move, speak, listen, Perform, sing, label, read, write) <p>Meter</p> <ul style="list-style-type: none"> -Simple Duple, Simple Triple (experience, conduct, move, beat groupings, identify) <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Bar line, Double bar line 	<p><u>Harmony-</u></p> <p>Vocal</p> <ul style="list-style-type: none"> -Round, Partner Song (speak, sing, imitate, explore, improvise, create) <p>Instrumental Accompaniment</p> <ul style="list-style-type: none"> -Un-pitched percussion Ostinati - Barred Instruments Broken Borduun/ Ostinati (perform, imitate, explore, improvise)
<p><u>Melody-</u></p> <p>Contour</p> <ul style="list-style-type: none"> -Vocal Exploration <p>Pitch</p> <ul style="list-style-type: none"> -Do-Re-Mi-So-La (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) <p>Song Repertoire</p> <ul style="list-style-type: none"> -Sing in a variety of keys, meters, modes, styles and cultures <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Skip, Step, Leap, Melody 	<p><u>Form-</u></p> <p>Musical Form</p> <ul style="list-style-type: none"> -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba <p>Large Form</p> <ul style="list-style-type: none"> -ABC, Verse-Chorus (listen, move, create, inner-hearing, perform, identify) <p>Terminology/Symbols</p>

<p><u>Instruments-</u></p> <p>Timbre</p> <ul style="list-style-type: none"> -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper (identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) <p>Orchestral Instruments</p> <ul style="list-style-type: none"> -Introduce Instrument Families <p>Cultural/Folk Instruments</p> <ul style="list-style-type: none"> -Expand Cultural and Folk Repertoire (listen, imitate, perform) 	<p><u>Movement-</u></p> <p>Loco-Motor</p> <ul style="list-style-type: none"> -Improvise/Create (ex: walk, jog, jump) <p>Non Loco-Motor</p> <ul style="list-style-type: none"> -Improvise/Create (ex: wiggle, clap, snap) <p>Folk Dance/Play Party</p> <ul style="list-style-type: none"> -Simple Dance Calls <p>Passing Games</p> <p>Clapping Games</p> <p>Levels</p> <ul style="list-style-type: none"> -High, Middle, Low
<p><u>Artistry-</u></p> <p>Vocal Technique</p> <ul style="list-style-type: none"> -Head voice, breath, posture <p>Instrument Technique</p> <ul style="list-style-type: none"> -Mallets, Un-pitched and Pitched percussion <p>Dynamics</p> <ul style="list-style-type: none"> -Forte, Piano (listen, perform, sing, verbalize, identify, move) <p>Listening</p> <ul style="list-style-type: none"> -Etiquette: Concert, Listening (verbalize, demonstrate) <p>Performance</p> <ul style="list-style-type: none"> -verbalize, critique, revise <p>Create</p> <ul style="list-style-type: none"> -Improvise/Compose: 4-8 beat pattern (demonstrate, perform, revise, critique) 	

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	<p>2,4,6,8</p> <p>Traffic Lights</p> <p>Fig Leaf Rag</p> <p>Acka Backa</p> <p>Bounce High, Bounce Low</p> <p>Ritsch, Ratsch</p> <p>Donald Duck</p> <p>Play in the Snow</p> <p>Riding in a Buggy</p> <p>Mouse Mousie</p> <p>Who's That</p>	<p>See Cross-Curricular Connections</p> <p><u>Books</u></p> <p><i>Scary, Scary Halloween</i> by E. Bunting</p> <p><i>Stand Tall, Molly Lou Melon</i> by P. Lovell</p> <p><i>The Star-Spangled Banner</i> by P. Spier</p> <p><i>Swimmy</i> by L. Lionni</p>	<p><u>Minnesota State Standards</u></p> <p>(0.1.1.3.1)</p> <p>(0.1.2.3.1)</p> <p>(0.1.2.3.2)</p> <p>(0.1.3.3.1)</p> <p>(0.2.1.4.1)</p> <p>(0.2.1.4.2)</p> <p>(0.3.1.3.1)</p> <p>(0.3.1.3.2)</p> <p>(0.4.1.3.1)</p> <p><u>National Standards</u></p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

Grade Level Curriculum Overview for Grade 3

Content

<p><u>Rhythm-</u></p> <p>Beat</p> <ul style="list-style-type: none"> -Movement, Body Percussion, Instrumental, Vocal <p>Tempo</p> <ul style="list-style-type: none"> -Allegro, Moderato, Adagio (identify, perform, listen) <p>Rhythmic Reading</p> <ul style="list-style-type: none"> -Whole note, Whole rest, 4-sixteenth notes, dotted half note (move, speak, listen, perform, sing, label, read, write) <p>Meter</p> <ul style="list-style-type: none"> -Time Signature (2/4, 3/4, 4/4) (experience, conduct, move, beat groupings, identify) <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Meter, Time Signature, Accent, Measure, Fermata, Ostinato, Borduun 	<p><u>Harmony-</u></p> <p>Vocal</p> <ul style="list-style-type: none"> -Simple 2-part singing (speak, sing, imitate, explore, improvise, create) <p>Instrumental Accompaniment</p> <ul style="list-style-type: none"> -Un-pitched percussion: 2-layers, rhythmic canon -Barred Instruments: Arpeggiated borduun, level borduun (perform, imitate, explore, improvise)
<p><u>Melody-</u></p> <p>Contour</p> <ul style="list-style-type: none"> -Vocal Exploration <p>Pitch</p> <ul style="list-style-type: none"> -So,-La,-Do-Re-Mi-So-La-Do' (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) <p>Song Repertoire</p> <ul style="list-style-type: none"> -Sing in a variety of keys, meters, modes, styles and cultures <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Sharp, Flat, In-tune, Treble Clef, Note names of treble clef 	<p><u>Form-</u></p> <p>Musical Form</p> <ul style="list-style-type: none"> -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba <p>Large Form</p> <ul style="list-style-type: none"> -Rondo, Call and Response, Question and Answer, Interlude, Extended Form (listen, move, create, inner-hearing, perform, identify) <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Coda

<p><u>Instruments-</u></p> <p>Timbre</p> <ul style="list-style-type: none"> -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper (identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) <p>Orchestral Instruments</p> <ul style="list-style-type: none"> - Instrument Families (listen, identify, label) <p>Cultural/Folk Instruments</p> <ul style="list-style-type: none"> -Expand Cultural and Folk Repertoire (listen, imitate, perform) 	<p><u>Movement-</u></p> <p>Loco-Motor</p> <ul style="list-style-type: none"> -Improvise/Create (ex: walk, jog, jump) -In a structure and freeform <p>Non Loco-Motor</p> <ul style="list-style-type: none"> - Improvise/Create (ex: wiggle, clap, snap) -In a structure and freeform <p>Folk Dance/Play Party</p> <ul style="list-style-type: none"> -Simple Dance Calls -Simple Folk Dances <p>Passing Games</p> <p>Clapping Games</p> <p>Levels</p> <ul style="list-style-type: none"> -High, Middle, Low
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Grade 3

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	<p>Down to the Baker's Shop</p> <p>Rocky Mountain</p> <p>When Johnny Comes Marching Home</p> <p>Viennese Musical Clock</p> <p>Hilly and Gully Rider</p> <p>Old Brass Wagon</p> <p>Love Somebody</p> <p>Captain, Don't Side Track Your Train</p> <p>Dinah</p> <p>I Love the Mountains</p> <p>Scotland's Burning</p>	<p>See Cross-Curricular Connections</p> <p><u>Books</u></p> <p><i>Shake Dem Halloween</i></p> <p><i>Bones</i> by W. Nikola-Lisa</p> <p><i>Hurry, Hurry, Mary Dear</i>, by N. M. Bodecker</p> <p><i>Time for Bed</i> by M. Fox</p> <p><i>One Hundred Hungry Ants</i> by E. Pinczes</p>	<p><u>Minnesota State Standards</u></p> <p>(0.1.1.3.1)</p> <p>(0.1.2.3.1)</p> <p>(0.1.2.3.2)</p> <p>(0.1.3.3.1)</p> <p>(0.2.1.4.1)</p> <p>(0.2.1.4.2)</p> <p>(0.3.1.3.1)</p> <p>(0.3.1.3.2)</p> <p>(0.4.1.3.1)</p> <p><u>National Standards</u></p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

Grade Level Curriculum Map for Grade 4

Content

<p><u>Rhythm-</u></p> <p>Beat -Movement, Body Percussion, Instrumental, Vocal</p> <p>Tempo -Accelerando, Ritardando (identify, perform, listen)</p> <p>Rhythmic Reading -Pick-up note, syncopation, single eighth note, single eighth rest, triplet (move, speak, listen, perform, sing, label, read, write)</p> <p>Meter -Time Signature (6/8) (experience, conduct, move, beat groupings, identify)</p> <p>Terminology/Symbols -Pick-up note, Anacrusis</p>	<p><u>Harmony-</u></p> <p>Vocal -Reading simple 2-part music(speak, sing, imitate, explore, improvise, create)</p> <p>Instrumental Accompaniment -Un-pitched percussion: multi-layers -Barred Instruments: moving chord borduun (perform, imitate, explore, improvise)</p>
<p><u>Melody-</u></p> <p>Contour -Vocal Exploration</p> <p>Pitch -So,-La,-Do-Re-Mi-Fa-So-La-Ti-Do' (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing)</p> <p>Song Repertoire -Sing in a variety of keys, meters, modes, styles and cultures</p> <p>Terminology/Symbols -Ledger lines, symbology-sharp,flat,natural</p>	<p><u>Form-</u></p> <p>Musical Form -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex:aaab,abab,abca,abba</p> <p>Large Form -D.C. al Fine (listen, move, create, inner-hearing, perform, identify)</p> <p>Terminology/Symbols</p>

<p><u>Instruments-</u></p> <p>Timbre</p> <ul style="list-style-type: none"> -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper (identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) <p>Orchestral Instruments</p> <ul style="list-style-type: none"> - Specific instrument within a family (listen, identify, label) <p>Cultural/Folk Instruments</p> <ul style="list-style-type: none"> -Expand Cultural and Folk Repertoire (listen, imitate, perform) 	<p><u>Movement-</u></p> <p>Loco-Motor</p> <ul style="list-style-type: none"> -Improvise/Create (ex: walk, jog, jump) -In a structure and freeform <p>Non Loco-Motor</p> <ul style="list-style-type: none"> - Improvise/Create (ex: wiggle, clap, snap) -In a structure and freeform <p>Folk Dance/Play Party</p> <ul style="list-style-type: none"> -Create a simple dance <p>Passing Games</p> <p>Clapping Games</p> <p>Levels</p> <ul style="list-style-type: none"> -High, Middle, Low
<p><u>Artistry-</u></p> <p>Vocal Technique</p> <ul style="list-style-type: none"> -Head voice, breath, posture <p>Instrument Technique</p> <ul style="list-style-type: none"> -Mallets, Un-pitched and Pitched percussion <p>Dynamics</p> <ul style="list-style-type: none"> -Fortissimo, Pianissimo (listen, perform, sing, verbalize, identify, move) <p>Listening</p> <ul style="list-style-type: none"> -Etiquette: Concert, Listening(verbalize, demonstrate) <p>Performance</p> <ul style="list-style-type: none"> -verbalize, critique, revise <p>Create</p> <ul style="list-style-type: none"> -Improvise/Compose: 16-24 beat pattern (demonstrate, perform, revise, critique) 	<p><u>Recorder-</u></p> <p>Pitches</p> <ul style="list-style-type: none"> -Core Pitches: D E G A B C' -Optional Pitches: C F F# D' Bb E' (identify, listen, perform) <p>Musicianship</p> <ul style="list-style-type: none"> -breathing, phrasing, articulation <p>Notation</p> <ul style="list-style-type: none"> -Read, improvise, compose

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	<p>I Want to Rise</p> <p>Wake Me! Shake Me!</p> <p>Trepak from the Nutcracker</p> <p>Canoe Song</p> <p>Tom Dooley</p> <p>Make New Friends</p> <p>Sarasponda</p> <p>Frere Jacques</p>	<p>See Cross-Curricular Connections</p> <p><u>Books</u></p> <p><i>Possum Come A-Knockin'</i> by N. Van Laan</p> <p><i>Follow the Drinking Gourd</i> by J. Winter</p> <p><i>The Napping House</i> by A. Wood</p>	<p><u>Minnesota State Standards</u></p> <p>(4.1.1.3.1)</p> <p>(4.1.1.3.2)</p> <p>(4.1.1.3.3)</p> <p>(4.1.2.3.1)</p> <p>(4.1.2.3.2)</p> <p>(4.1.3.3.1)</p> <p>(4.1.3.3.2)</p> <p>(4.2.1.3.1)</p> <p>(4.2.1.3.2)</p> <p>(4.3.1.3.1)</p> <p>(4.3.1.3.2)</p> <p>(4.4.1.3.1)</p> <p><u>National Standards</u></p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

Grade Level Curriculum Map for Grade 5

Content

<p><u>Rhythm-</u></p> <p>Beat</p> <ul style="list-style-type: none"> -Movement, Body Percussion, Instrumental, Vocal <p>Tempo</p> <ul style="list-style-type: none"> -Largo, Andante, Presto (identify, perform, listen) <p>Rhythmic Reading</p> <ul style="list-style-type: none"> -Eighth/Sixteenth Note Combinations (move, speak, listen, perform, sing, label, read, write) <p>Meter</p> <ul style="list-style-type: none"> -Mixed Meter <p>(experience, conduct, move, beat groupings, identify)</p> <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Pick-up note, Anacrusis 	<p><u>Harmony-</u></p> <p>Vocal</p> <ul style="list-style-type: none"> -Counter Melody, Descant (speak, sing, imitate, explore, improvise, create) <p>Instrumental Accompaniment</p> <ul style="list-style-type: none"> -Un-pitched percussion: multi-layers -Barred Instruments: Reading simple 2-part music (perform, imitate, explore, improvise, read) -Function: Chords I, V, IV (listen, identify, perform, sing)
<p><u>Melody-</u></p> <p>Contour</p> <ul style="list-style-type: none"> -Vocal Exploration <p>Pitch</p> <ul style="list-style-type: none"> -So, -La, -Ti, -Do-Re-Mi-Fa-So-La-Ti-Do' and Major/Minor Scale (imitate, echo, respond, explore, match, read, notate, improvise, inner-hearing) <p>Song Repertoire</p> <ul style="list-style-type: none"> -Sing in a variety of keys, meters, modes, styles and cultures <p>Terminology/Symbols</p> <ul style="list-style-type: none"> -Counter melody, Descant 	<p><u>Form-</u></p> <p>Musical Form</p> <ul style="list-style-type: none"> -Elemental Form (4-beat segments) (listen, identify, create, improvise) ex: aaab, abab, abca, abba <p>Large Form</p> <ul style="list-style-type: none"> -1st and 2nd ending, Theme and Variation, 12-Bar Blues (listen, move, create, inner-hearing, perform, identify) <p>Terminology/Symbols</p>

Content continued

Grade 5

<p><u>Instruments-</u></p> <p>Timbre</p> <ul style="list-style-type: none"> -Vocal: Singing, Speaking, Whispering, Calling (identify, listen, perform) -Un-pitched: Wood, Metal, Drum, Shaker/Scraper(identify, listen, perform) -Barred Instruments (identify, listen, perform, mallet technique) -Body Percussion (echo, improvise, create, explore) <p>Orchestral Instruments</p> <ul style="list-style-type: none"> -Specific instrument within a family (listen, identify, label) <p>Cultural/Folk Instruments</p> <ul style="list-style-type: none"> -Expand Cultural and Folk Repertoire (listen, imitate, perform) <p>Found Sounds</p> <ul style="list-style-type: none"> -listen, find, improvise, compose 	<p><u>Movement-</u></p> <p>Loco-Motor</p> <ul style="list-style-type: none"> -Improvise/Create (ex: walk, jog, jump) -In a structure and freeform <p>Non Loco-Motor</p> <ul style="list-style-type: none"> -Improvise/Create (ex: wiggle, clap, snap) -In a structure and freeform <p>Folk Dance/Play Party</p> <ul style="list-style-type: none"> -Create a simple dance <p>Passing Games</p> <p>Clapping Games</p> <p>Levels</p> <ul style="list-style-type: none"> -High, Middle, Low
<p><u>Artistry-</u></p> <p>Vocal Technique</p> <ul style="list-style-type: none"> -Head voice, breath, posture <p>Instrument Technique</p> <ul style="list-style-type: none"> -Mallets, Un-pitched and Pitched percussion <p>Dynamics</p> <ul style="list-style-type: none"> -Fortissimo, Pianissimo (listen, perform, sing, verbalize, identify, move) <p>Listening</p> <ul style="list-style-type: none"> -Etiquette: Concert, Listening(verbalize, demonstrate) <p>Performance</p> <ul style="list-style-type: none"> -verbalize, critique, revise <p>Create</p> <ul style="list-style-type: none"> -Improvise/Compose: 16-24 beat pattern (demonstrate, perform, revise, critique) 	<p><u>Recorder (optional)-</u></p> <p>Pitches</p> <ul style="list-style-type: none"> -Core Pitches: D E G A B C' -Optional Pitches: C F F# D' Bb E' (identify, listen, perform) <p>Musicianship</p> <ul style="list-style-type: none"> -breathing, phrasing, articulation <p>Notation</p> <ul style="list-style-type: none"> -Read, improvise, compose

Grade 5

Assessment Activities	Core Repertoire	Cross Curricular Connections	Standard Benchmarks
See Common Assessment for Reporting document	<p>Dis Solda La</p> <p>Four White Horses</p> <p>Mama Don't Allow</p> <p>Ghost of Tom</p> <p>Winter is Here</p> <p>Welcome All</p> <p>B-A-G Review</p> <p>Sambalele</p> <p>Old Man Mosey</p> <p>Funga Alafia</p> <p>Hey Ho Nobody Home</p>	<p>See Cross-Curricular Connections</p> <p><u>Books</u></p> <p><i>Grandfather Twilight</i> by B. Berger</p> <p><i>The Little Old Lady Who Wasn't Afraid of Anything</i> by L. Williams</p>	<p><u>Minnesota State Standards</u></p> <p>(4.1.1.3.1)</p> <p>(4.1.1.3.2)</p> <p>(4.1.1.3.3)</p> <p>(4.1.2.3.1)</p> <p>(4.1.2.3.2)</p> <p>(4.1.3.3.1)</p> <p>(4.1.3.3.2)</p> <p>(4.2.1.3.1)</p> <p>(4.2.1.3.2)</p> <p>(4.3.1.3.1)</p> <p>(4.3.1.3.2)</p> <p>(4.4.1.3.1)</p> <p><u>National Standards</u></p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

Common Assessments for Reporting

- These are based on the new Quarter/Semester Schedule where each quarter is between 40-45 days, meaning Music Specialists will see the students about 13-15 times in a quarter.
- Program materials can be substituted for assessment materials provided they align with the assessment standards outlined below for that quarter.
- All Common Assessments are subject to change by the Elementary Music Department based on best practices in music education.

Primary Music Curriculum Materials:

Game Plan= GP

Music Play= MP

Listening Resource Kit= LRK

Common Assessments in Grade One

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate the beat using the poem “I think Music’s Neat” GP p.5
- **Sings with Accurate Pitch:**
 - Student echoes, “Hello” in *Fang and Twang*, with teacher GP p. 14
- **Reads/Writes Music Notation:**
 - No Grade for this Quarter
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Show the beat to *Chinese Dance from the Nutcracker* or *Contradance II*, LRK 1
- **Sings with Accurate Pitch:**
 - Students demonstrate singing *Engine, Engine* GP p.27
- **Reads/Writes Music Notation:**
 - Students demonstrate reading a four-beat rhythm using quarter-note, eighth-notes, and/or quarter-rests.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Play a chord bordun on beat to one of the following:
 - *Lucky Me*, GP p.48
 - *Counting Song*, MP
 - *Bye Lo Baby O*, MP
- **Sings with Accurate Pitch:**
 - Sing one of the following songs in a given key:

- *Lucky Me*, GP p.48
- *Counting Song*, MP
- *Bye Lo Baby O*, MP
- **Reads/Writes Music Notation:**
 - Rhythmic Identification Worksheet: Written assessment #2, GP p.51
 - Use attached Written Assessment
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate clapping the rhythm to the song *Bell Horses*, making a rhythmic B section. GP p. 98
- **Sings with Accurate Pitch:**
 - Sing *Bell Horses* in a given key. GP p. 98
- **Reads/Writes Music Notation:**
 - Compose a So-Mi song, with written notation, using the song *Baker's Hat*. GP p. 54
- **Overall Effort in Music**
 - Students participate fully, always try their best

Common Assessments in Grade Two

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate Beat versus Rhythm using the poem 2,4,6,8. GP p.14
- **Sings with Accurate Pitch:**
 - Demonstrate singing a So-Mi-La song with hand signs or body ladder using the song *Traffic Lights* GP p.13
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic reading using an 8-beat rhythm using quarter note, eighth notes and/or quarter rest.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Show the micro beat (quarter note) and macro beat (half note) to *Fig Leaf Rag* or *Contradance I* LRK 2
- **Sings with Accurate Pitch:**
 - Demonstrate singing a So-Mi-La song to one of the following songs:
 - Acka Backa MP p. 30
 - Bounce High, Bounce Low GP p.29
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic writing by composing an 8-beat rhythm using half note, quarter note, eighth notes and/or quarter rest. It must contain at least one half note.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate Body Percussion with the song *Ritsch, Ratsch* GP p. 62
- **Sings with Accurate Pitch:**
 - Sing one of the following songs in a given key:
 - *Donald Duck*, GP p.59
 - *Play in the Snow*, GP p.68
 - *Riding in a Buggy*, GP p.80
- **Reads/Writes Music Notation:**
 - Rhythmic Identification Worksheet: Written assessment #2, GP p.60
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Play a broken borduun on beat to Mouse Mousie GP p. 95
- **Sings with Accurate Pitch:**
 - Sing *Who's That* in a given key. GP p. 87
- **Reads/Writes Music Notation:**
 - Compose So-Mi-La or Mi-Re-Do melody using the "To Do: Create your own melody" MP p. 150 or MP p. 156
- **Overall Effort in Music**
 - Students participate fully, always try their best

Common Assessments in Grade Three

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate an 8-beat rhythm ending with a rest and using different levels of body percussion by echoing the teacher.
 - Using half note, quarter note, eighth notes and/or quarter rest
- **Sings with Accurate Pitch:**
 - Demonstrate singing to one of the following songs in the key of F:
 - *Down to the Baker's Shop* GP p. 4
 - *Rocky Mountain* MP p. 14
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic reading using an 8-beat rhythm using half note, quarter note, eighth notes and/or quarter rest.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate beat by playing the complimentary hand drum ostinato with the song *When Johnny Comes Marching Home* GP p. 38-39
- **Sings with Accurate Pitch:**
 - Demonstrate singing *Li'l Liza Jane* GP p. 44-45
- **Reads/Writes Music Notation:**
 - Demonstrate rhythm by reading the rhythm that compliments *Viennese Musical Clock* LRK 3 using the rhythms on LRK 3 p.26
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing at least one phrase of a pentatonic melody on the barred instruments using one of the following songs:
 - *Hill and Gully Rider* GP. 34
 - *Rocky Mountain* MP p.14
 - *Down to the Baker's Shop* GP p. 14
 - A pentatonic song for your music program
- **Sings with Accurate Pitch:**
 - Sing one of the following songs in a given key:
 - *Old Brass Wagon* GP p.70
 - *Love Somebody* GP p.77
 - *Captain, Don't Side Track Your Train* GP p. 89
 - *Dinah* MP p.96
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic writing using an 8-beat rhythm using half note, quarter note, eighth notes, sixteenth notes and/or quarter rest. It must contain at least one sixteenth note set.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Play the Rhythmic Canon I, #2 GP p. 99
- **Sings with Accurate Pitch:**
 - Sing one of the following rounds in a given key:
 - *I Love the Mountains* MP p. 107
 - *Scotland's Burning* GP p. 107
- **Reads/Writes Music Notation:**
 - Compose a 16-beat rhythmic composition using half note, quarter note, eighth notes, sixteenth notes and/or quarter rest It must contain at least one sixteenth note set.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Common Assessments in Grade Four

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate clapping or playing one of the following:
 - *I want to Rise* GP p. 5
 - *Wake me! Shake Me!* MP p. 2
- **Sings with Accurate Pitch:**
 - Demonstrate singing one of the following:
 - *I want to Rise* GP p. 5
 - *Wake me! Shake Me!* MP p. 2
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic reading using an 8-beat rhythm using half note, quarter note, eighth notes, sixteenth notes and/or quarter rest.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate beat by playing an un-pitched percussion instrument with the song *Trepak* LRK 4
- **Sings with Accurate Pitch:**
 - Demonstrate singing one of the following:
 - *Canoe Song* MP p. 28
 - *Tom Dooley* GP p. 16
- **Reads/Writes Music Notation:**
 - Identifies Syncopation notation by circling the syncopation in one of the following:
 - *Canoe Song* MP p. 28
 - *Tom Dooley* GP p. 16
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing a recorder song using proper technique
 - Song to be selected by teacher
- **Sings with Accurate Pitch:**
 - Sing one of the following songs in a given key:
 - *Make New Friends* MP p. 90
 - *Sarasponda* MP p. 66
 - *Frere Jacques* MP p. 8
 - Any recorder song
- **Reads/Writes Music Notation:**
 - Note Name Assessment 1 MP p. 172
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing a recorder song using proper technique
 - Song to be selected by teacher
- **Sings with Accurate Pitch:**
 - Sing a two-part song or pentatonic partner songs in a given key.
- **Reads/Writes Music Notation:**
 - Note Values Assessment 1 MP p. 174
- **Overall Effort in Music**
 - Students participate fully, always try their best

Common Assessments in Grade Five

Quarter 1 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing an I-V chord change using the song *Dis Solda La* GP p. 5, *Pomme de Reinette* GP p.18 or *Sambalele* GP p.87 found in the CBB/BX part.
- **Sings with Accurate Pitch:**
 - Demonstrate singing one of the following:
 - *Four White Horses* MP p. 16
 - *Mama Don't Allow* MP p. 2
 - *Ghost of Tom* MP p. 31
- **Reads/Writes Music Notation:**
 - Demonstrate rhythmic reading using an 8-beat rhythm using half note, quarter note, eighth notes, sixteenth notes, syncopation and/or quarter rest.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 2 Assessments

- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate beat and rhythm by playing an Orff-Arrangement of at least 2 parts.
 - *Sea Lion Woman* GP p.44
 - *Bim Bam* GP p.50
 - *Christmas is coming* GP p.53
- **Sings with Accurate Pitch:**
 - Demonstrate singing one of the following:
 - *Winter is Here* MP p. 59
 - *Welcome All* GP p. 58
 - *Bim Bam* GP p.50
- **Reads/Writes Music Notation:**
 - Demonstrate musical sight reading by performing the treble clef notes using *Hot Tunes Song 1 B-A-G Review*.
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 3 Assessments

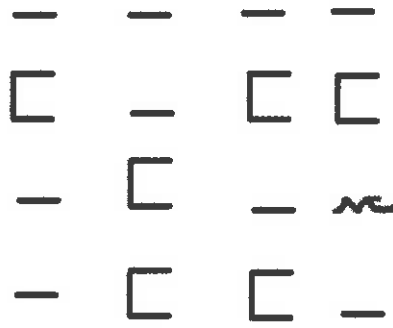
- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate beat and rhythm by playing at least one part of the song, *Sambalele* GP p. 87
- **Sings with Accurate Pitch:**
 - Demonstrate singing the 2-part song: *Sambalele* GP p. 87
- **Reads/Writes Music Notation:**
 - Note Name Assessment 1 MP p.189
- **Overall Effort in Music**
 - Students participate fully, always try their best

Quarter 4 Assessments

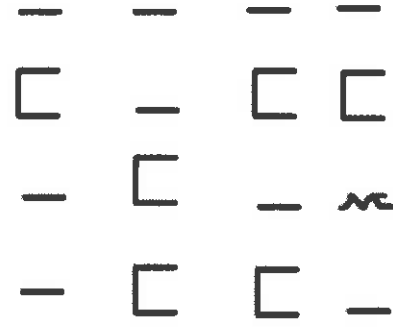
- **Demonstrates Accurate Beat and Rhythm:**
 - Demonstrate playing an Arpeggiated borduun with the song *Old Man Mosey* GP p. 104
- **Sings with Accurate Pitch:**
 - Sing one of the following songs:
 - *Funga Alafia* MP p. 114
 - *Hey Ho Nobody Home* MP p. 128
- **Reads/Writes Music Notation:**
 - Note Values Assessment 2 MP p. 191
- **Overall Effort in Music**
 - Students participate fully, always try their best

Name _____

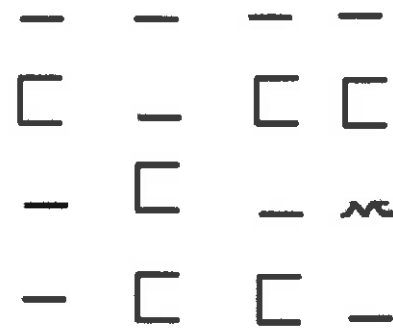
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*Sample Assessment Tool. More Assessment Tools are available through the music department.

White Bear Lake Schools Elementary Music Education:

Cross-Curricular Connections

Grade 1

Literacy:

- 1.2.6.6 -Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.3.0.3 -Know and apply grade-level phonics and word analysis skills in decoding words.
- 1.3.0.4-Read with sufficient accuracy and fluency to support comprehension.
- 1.8.2.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.8.3.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.8.6.6-Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.
- 1.10.1.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 1.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- 1.10.5.5- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
- 1.10.6.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Mathematics:

- 1.2.1.1-Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking.

Science:

- 1.1.1.1.1-When asked "How do you know?" students support their answer with observations.

Health and Physical Education:

- Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2-Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grade 2

Literacy:

- 2.1.1.1-Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2.1.1.4-Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.1.5-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.1.6-6-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- 2.2.1.1-Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- 2.2.4.4-Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- 2.2.6.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- 2.3.0.4- Read with sufficient accuracy and fluency to support comprehension.
- 2.6.8.8-Recall information from experiences or gather information from provided sources to answer a question.
- 2.8.2.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.8.3.3- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.8.6.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.10.1.1- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 2.10.3.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 2.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
- 2.10.5.5- Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
- 2.10.6.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Health and Physical Education:

- Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies:

- I.B.1- Student will know individuals and groups associated with key turning points in U.S. History.
- I.C.1- Students will understand that large and diverse American Indian nations were the original inhabitants of North America.

I.C.2- Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.

World Languages:

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1 - Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.2- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Grade 3

Literacy:

3.1.2.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- 3.1.4.4- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.
- 3.1.5.5- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
- 3.1.7.7- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.2.1.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2.2.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.2.4.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- 3.2.7.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.3.0.4- Read with sufficient accuracy and fluency to support comprehension.
- 3.8.2.2- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.8.6.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 3.10.1.1- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 3.10.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 3.10.4.4- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- 3.10.5.5- Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
- 3.10.6.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Mathematics:

- 3.1.3.1- Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.

- 3.1.3.2- Understand that the size of a fractional part is relative to the size of the whole.
- 3.1.3.3- Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator.

Science:

- 3.1.1.2.1- Generate questions that can be answered when scientific knowledge is combined with knowledge gained from one's own observations or investigations. *For example:* Investigate the sounds produced by striking various objects.
- 3.1.1.2.3- Maintain a record of observations, procedures and explanations, being careful to distinguish between actual observations and ideas about what was observed.
- 3.2.3.1.1- Explain the relationship between the pitch of a sound, the rate of vibration of the source and factors that affect pitch.

Health and Physical Education:

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies:

- I.B.1- Student will know individuals and groups associated with key turning points in U.S. History.
- I.C.1- Students will understand that large and diverse American Indian nations were the original inhabitants of North America.
- I.C.2- Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.

World Languages:

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1- Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.2- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Grade 4

Literacy:

4.1.2.2-Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.1.4.4-Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).

- 4.1.5.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.2.2.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.2.4.4- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*.
- 4.2.7.7- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- 4.3.0.4- Read with sufficient accuracy and fluency to support comprehension.
- 4.8.2.2- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.8.5.5- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4.10.1.1- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 4.10.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- 4.10.4.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- 4.10.5.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.

Mathematics:

- 4.1.2.1- Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.

Health and Physical Education:

- Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies:

- I.A.1- Students will compare ways of life of Indian Nations from different regions of North America.

World Languages:

CULTURES

Gain Knowledge and Understanding of Other Cultures

- Standard 2.1- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- Standard 2.2- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- Standard 3.1- Students reinforce and further their knowledge of other disciplines through the foreign language
- Standard 3.2- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- Standard 4.2- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Grade 5

Literacy:

- 5.1.2.2-Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.1.4.4- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5.1.5.5- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 5.1.7.7-Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- 5.2.2.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.2.3.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.2.4.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- 5.2.5.5- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 5.2.6.6- Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.2.9.9- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.3.0.3-Know and apply grade-level phonics and word analysis skills in decoding words.
- 5.3.0.4-Read with sufficient accuracy and fluency to support comprehension.
- 5.8.5.5-Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 5.8.6.6-Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- 5.10.1.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 5.10.4.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

5.10.5.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.

Mathematics:

5.1.2.4- Recognize and generate equivalent decimals, fractions, mixed numbers and improper fractions in various contexts.

Health and Physical Education:

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science:

5.1.3.4.1- Use appropriate tools and techniques in gathering, analyzing and interpreting data.

5.1.3.4.3- Compare the impact of individual decisions on natural systems.

Social Studies:

I.A.1- Students will compare ways of life of Indian Nations from different regions of North America.

World Languages:

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

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COMPARISONS

Develop Insight into the Nature of Language and Culture

- Standard 4.2- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

AGENDA ITEM: **Review of Questions on Gifted and Talented**

MEETING DATE: **May 21, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Ann Malwitz, Professional Learning and Development**
Coordinator
David Law, Assistant Superintendent
Dr. Michael Lovett, Superintendent

Background:

At our April work-study session, Ann Malwitz provided a thorough presentation on the recommendations of the elementary gifted and talented review. At tonight's meeting we will discuss questions and recommendations for the Gifted and Talented Program.

AGENDA ITEM: **Update on Progress of School Board/Superintendent Goals**

MEETING DATE: **May 21, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

Background:

At tonight's meeting we will provide an update on the progress of the School Board/Superintendent goals for 2011-12.

AGENDA ITEM: **Reports from Collaborative Partnerships**

MEETING DATE: **May 21, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

Background:

- A. EMID – Lori Swanson, our representative on the EMID Board, will provide an update on EMID.
- B. Northeast Metro 916 – Janet Newberg, our representative on the 916 Board, will provide an update on 916.

AGENDA ITEM: **Negotiations Study Session**

MEETING DATE: **May 21, 2012**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Chris Picha, Director of Human Resources**
Pete Willcoxon, Sr., Executive Director of Business Services

Background:

Chris Picha and Pete Willcoxon, Sr. will provide an update on negotiations.