



# LANGUAGE



(1) Writing in your subject: Students learn to write by writing. Research indicates that students write more when using a computer than when writing by hand.

- Develop a computer-based writing assignment relevant to the theme of your portfolio.
- Explain how this assignment will promote writing skills through the use of computer based resources.

**Northridge Academy High School – Music Department**  
**Academy Exploration Plan – Health & Human Development**  
**Academy**  
**Academy Survey #1**

Items to be covered during overview of the HHD academy exploration in the Music Department will include three main subject areas: First, the effects of music study on brain development; second, music therapy uses for emotional, mental, and physical therapy, along with different genres of music and their effect on people's moods; and thirdly fitness/conditioning as a musician/performer needing cardio training, breathing, stretching, repetitive movement injuries, Alexander technique, etc.. Students will choose to do a research paper, interview, or some sort of a project from one of the three main subjects covered in the music classes (or on another related topic with prior teacher approval). They will submit proposals with a brief list of source materials (bibliography) for approval by Friday, October 3<sup>rd</sup>, 2008 (Thursday 10/2 Periods 1, 3, 5), they will have an outline with more source materials (bibliography) due by Friday October 17<sup>th</sup>, 2008 (Thursday 10/16 Periods 1, 3, 5), a draft with a complete source list (bibliography) due by Friday November 7<sup>th</sup>, 2008 (Thursday 11/6 Periods 1, 3, 5) and the final project with all parts included due by Tuesday, November 18<sup>th</sup>, 2008 for all classes. The turned in product should be 3 to 5 pages – 1 page (the last

page) will be your bibliography/source list, double spaced, 12 pt. font size maximum using a standard type font such as Geneva, Courier, Helvetica, or Times, no extra large fonts. Your outline & draft should be in the font style you plan to use for the final product. All sources should be active links that I can go to in order to verify the information. Include graphics and pictures that you find that are relevant to your paper. The paper will be turned in via a flash drive or e-mailed to me at [gmarti1@lausd.net](mailto:gmarti1@lausd.net). Title page does not count as one page. This is a 50 point assignment (20 Point Rough Draft, 30 Point Final Product). This assignment will not only help you to learn more about the class you are taking, and the possibilities in the music field, but will also help you to learn the steps necessary in doing an in-depth research paper at the high school level.

(2) Editing: Research indicates that students edit and revise more when writing on a computer than when writing by hand.

- Use the footnote feature to identify all of the mistakes you can find in this document without the aid of a grammar checker, and repeat with the aid of a grammar checker.

**Errors I found without the use of a grammar checker.**

The causes of the Revolutionary Warr<sup>1</sup> was<sup>2</sup> that the the<sup>3</sup> English put tacks<sup>4</sup> in<sup>5</sup> their tea. Also, the colonists would send their parcels through the post<sup>6</sup> without stamps. During the War.<sup>7</sup> the Red Coats and Paul Revere was<sup>8</sup> throwing balls over stone walls. The dogs were barking and peacocks crowing. Finally the colonists won and no longer had too pay for taxis .<sup>9</sup> delgats<sup>10</sup> from

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<sup>1</sup> War (mis-spelling)

<sup>2</sup> Agreement error

<sup>3</sup> Repeated word

<sup>4</sup> Wrong word

<sup>5</sup> Preposition error

<sup>6</sup> Word missing

<sup>7</sup> Capitalization error & punctuation error

<sup>8</sup> Tense error

<sup>9</sup> Taxes (mis-spelling) & extra spaces

<sup>10</sup> Delegates (mis-spelling) & capitalization error

the original 13 states formed an<sup>11</sup> Contented Congress. Thomas Jefferson and Benjamin Franklin were two<sup>12</sup> signers<sup>13</sup> of the Declaration of Independence. Frankin declared "A horse divided against itself cannot stand." Franklin died in 1790 and is still dead. Soon the Constition<sup>14</sup> of the united states<sup>15</sup> was adopted to secure domestic hostility<sup>16</sup>. Abraham Lincoln became America's greatest Precedent<sup>17</sup>. Lincoln's mother died in infancy, and he was born in a log cabin which he built with his own hands. Lincoln said,<sup>18</sup>: "in onion<sup>19</sup> there is great strength."

**Errors I found with the use of a grammar checker.**

The causes of the Revolutionary Warr was that the the English put tacks in their tea. Also, the colonists would send their parcels through the post without stamps. During the War. the Red Coats and Paul Revere was throwing balls over stone walls. The dogs were barking and peacocks crowing. Finally the colonists won and no longer had too pay for taxis . delgats from the original 13 states formed an Contented Congress. Thomas Jefferson and Benjamin Franklin were twoo singers of the Declaration of Independence. Frankin declared "A horse divided against itself cannot stand." Franklin died in 1790 and is still dead. Soon the Constition of the united states was adopted to secure domestic hostility. Abraham Lincoln became America's greatest Precedent. Lincoln's mother died in infancy, and he was born in a log cabin which he built with his own hands. Lincoln said,: "in onion there is great strength."

Did not see the mis-spelling of Franklin

Did not see the missing comma

Did not catch this grammar error

- What kinds of errors are generally not detected by the software? Give examples. Would you encourage your students to use a grammar/style checker? If so, explain how it might be best employed. If not, explain why not.

Use of incorrect words is probably the biggest thing that is missed by the spell checker, as long as they are spelled correctly, the computer doesn't know it is the wrong word, such as footnote #4 above.

(3) Analysis of your textbook: Readability is a measure of the comprehensibility or understandability of written text. There are many methods and formulas for determining readability and the related reading age. Teachers should be aware of the readability level of their text as well as the reading level of their students.

<sup>11</sup> Preposition error

<sup>12</sup> two (mis-spelled)

<sup>13</sup> signers (mis-spelled)

<sup>14</sup> Constitution (mis-spelled)

<sup>15</sup> Capitalization error

<sup>16</sup> Wrong word

<sup>17</sup> President (mis-spelled)

<sup>18</sup> Punctuation error

<sup>19</sup> Wrong word

- Scan three or more paragraphs from your textbook into a word processor file using OCR software. Perform a document check and readability estimate on the text and include the results in your portfolio.

# Musical Form and Musical Style

Form is a general word with a long list of dictionary definitions. As applied to the arts, form is an important concept that refers to the shape, arrangement, relationship, or organization of the various elements. In poetry, for example, the elements of form are words, phrases, meters, rhymes, and stanzas; in painting, they are lines, colors, shapes, and so on.

Form in art has a good deal to do with its emotional quality; form is not a merely intellectual matter, even though it may be that some artists and art scholars treat it in too abstract a way. But the emotional "click" that we get at the end of a sonnet, where the accumulated meanings of the words come together with the final rhyme, is an effect to which form-sonnet form contributes. Similarly, when at the end of a symphony a previously heard melody comes back with new orchestration and new harmonies, the special feeling this gives us emerges from a flood of memory; we remember it from before, in its earlier version. That effect, too, is created by musical form.

## 1 Form in Music

In music, the elements of form are those we have already discussed: rhythm, dynamics, tone color, melody, tonality, and texture. The organization of a musical piece of some length is carried out largely by means of repetitions of themes, rhythms, tone colors, and textures, and by extended contrasts and balances among these elements. The repetitions may be strict or free (that is, exact or with some variation). The contrasts may be of many different kinds, conveying many different kinds of feeling.

In this book we shall be speaking about musical form a good deal. Over the centuries, composers of Western music have been much concerned with producing long or relatively long pieces of music, such as masses, fugues, symphonies, and operas. Everyone knows that music can easily make a nice effect for a minute or two. But how does it extend itself-and hold the listener's interest-for ten minutes, half an hour, or two full hours?

This is the function of musical form. Rarely have composers thought of music as a continuous stream, like Muzak, which listeners can hook into absent-mindedly at will, enjoying or ignoring what they hear. Rather, composers have designed their music as a specific sound experience in a definite time span, with a beginning, middle, and end, and often with subtle routes between.

The results of the readability test are that the Flesch-Kincaid grade level of this text is 10.3.  $L = 22.56$  (406 words/18 sentences)  $N = 12.26$  (497 syllables/406 words). Grade level =  $L - N = 10.3$ .

- According to the computer-generated readability estimates, does this text appear to be appropriate for your students? Explain. (Note: In some programs, document analysis appears at the end of a grammar check).

This text is at a 10<sup>th</sup> grade reading level, which may be okay for an AP class, but for general high school students, it may be at too high a level for them.

(4) Equations: Many teachers have the need to incorporate equations into handouts, tests and notes. Equation editors allow you to make equations and then export them as graphics to word processors.

- Use an Equation Editor to create two or more complex equations from your

discipline. If your discipline does not use many equations, you may select from the following list.

Here are my equations done with Equation Editor:

$$U = \frac{N_1 N_2 e}{4 \pi \epsilon_0 r^2} \quad U = \frac{N_1 N_2}{r} \quad \vec{\nabla} \cdot \vec{B} = 0 \quad \vec{\nabla} \times \vec{B} = \mu_0 \vec{J} + \mu_0 \epsilon_0 \frac{\partial \vec{E}}{\partial t}$$

(5) Word relationships : English dictionaries contain more than 250,000 words, while Spanish dictionaries contain approximately 100,000 words, and most other languages have far fewer. English has an extensive vocabulary and many synonyms. This can cause difficulties for English learners. An electronic thesaurus may be used to help students understand the complex relationship within the English lexicon.

- Using a thesaurus, paraphrase the preamble of the Constitution. Include at least ten logical substitutions for the original words. You may use the built-in thesaurus (Tools/Language/Thesaurus) in Word or internet resources such as Merriam Webster's Dictionary & Thesaurus, or Roget's Thesaurus. Describe (with an example) how you can use a thesaurus when trying to explain the meanings of difficult words to your students.

*Preamble: We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

*Preface: We the Population of the United States, in Order to form a more ideal Alliance, establish Justice, assure national calm, provide for the common defense, encourage the general Wellbeing, and secure the Blessings of Liberty to ourselves and our Posterity, do lay down and create this Constitution for the United States of America. (changed words in red)*

By using a thesaurus to look up a word that a student may not know, rather than a dictionary, that may have a very long and confusing definition, the student can look at a list of similar meaning words to find others that they may already know. That way they can associate the new unknown word with known words for immediate application.

(6) Mastering Content Vocabulary: Although modern English has the largest and most complex lexicon of any language in history, the meanings of many words can be determined if one knows the common prefixes, suffixes and root words. Knowledge of such morphemes is particularly useful for English learners who face the formidable challenge of mastering English vocabulary, with all of its many nuances. According to Richard E. Hodges of the University of Puget Sound ("Improving Spelling and Vocabulary in the Secondary School; 1982, p 30) , "If you were to examine the 20,000

most used English words, you would find that about 5,000 of them contain prefixes and that 82 percent (about 4,100) of those words use one of only fourteen different prefixes out of all the available prefixes in the language." Thus, if students master these prefixes, they will know clues to the meanings of thousands of words." \*TPE-tip. TPE 7 requires teachers to "implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills" You may wish to develop a root-word bank for the subject you teach and show how it facilitates vocabulary development (TPE-7)

- Identify five words commonly used in your subject. Identify one or more prefixes, suffixes or roots from each. Use an online dictionary to identify 5 or more other words in the English language that use these morphemes as per the example. When searching, you will need to use standard wildcards: \*=multiple characters; ?=single character.

| Root                              | Meaning         | Five or more related words that share this root  |
|-----------------------------------|-----------------|--|
| <i>dict-</i><br>(from dictionary) | tell, pronounce | <i>dictator</i> (one whose word is law), <i>diction</i> (enunciation), <i>edict</i> (a formal pronouncement or command.), <i>dictum</i> (an authoritative, often formal pronouncement), <i>dictate</i> (to say or read aloud to be recorded or written by another) |
| <i>Comp-</i>                      | Make, type      | Composition (a work of art), composer (creator), computer (processor), competition (contest), compare (Contrast)   |
| <i>-phony</i>                     | sound           | Polyphony (2 or more melodies), homophony (1 melody), symphony (piece of music or large group of musicians playing together), telephony (building of telephones), cacophony (unpleasant sound)   |
| <i>-tonic</i>                     | tones           | Tonic (1 <sup>st</sup> degree of a musical scale), diatonic (scale with 5 whole tones & 2 semi-tones), pentatonic (using only 5 tones of the scale), platonian (perfect form), atonic (without accent)   |
| <i>Chord</i>                      | Sound           | Chord (3 or more musical tones sounded together), choir (singers or instrumentalists sounding together), choral (singing together), chorus (singing in unison), chromatic (tones progressing in a scale)   |
| <i>Con-</i>                       | together        | Concerto (composition for solo and orchestral accompaniment), continuo (accompanying music), concertante (a solo part), concerto grosso (Small group of soloists with accompaniment), consort (a group of musicians)   |

- English has acquired words from many languages as seen in this story. It is helpful to show students these foreign words and cognates so they can better understand the historical relationship between English and other languages and look for cognates when learning new terms. Translate 5 or more words from your discipline into each of four languages using Sherlock, Logos or other resources. Include the translations in your portfolio. Identify cognates and explain how you can use them to help students master English.

Here are my 5 words in English, then translated into Italian, Spanish, German, and French:

| <u>English</u> | <u>Italian</u>  | <u>Spanish</u> | <u>German</u>   | <u>French</u>  |
|----------------|-----------------|----------------|-----------------|----------------|
| composition    | composizione    | composición    | Zusammensetzung | composition    |
| accompaniment  | accompagnamento | acompañamiento | Begleitung      | accompagnement |
| classical      | classica        | clásica        | klassischen     | classique      |
| romantic       | romantico       | romántico      | romantische     | romantique     |
| melody         | melodia         | melodía        | Melodie         | mélodie        |

- One way to interest students in the significance of words is to have them study the meaning of their own names. Identify the meaning of five common first names of students in your class.

Here are my 5 student names with their meanings:

| <u>Student Name</u> | <u>Meaning</u>  |
|---------------------|-----------------|
| John                | god is gracious |
| Susan               | lily            |
| George              | earth worker    |
| Monica              | uncertain       |
| Fadi                | sacrificer      |

(8) Communicating with English Learners and their families: Southern California is home to a very diverse population, many of whom are immigrants from non-English speaking countries. Translation programs can help break down some of the language barriers between teachers, their students, and the families of these students.

- Use translation resources to translate a simple document from your class into one or more languages spoken by students in your class. Include the English version AND the translated version. Show this to someone who is fluent in English and the language into which you have translated it, and explain any potential problems.
- Translate a foreign language text-rich website into English. Discuss the values and limitations of such translation resources.

Here is a families of instruments document that I use in class:

**Families of Instruments List**  
**Instrumental Music Classes**

- Strings - Bowed (& Plucked) – Violin, Viola, Cello, Acoustic Bass, Viol de Gamba  
- Plucked – Harp, Guitar, Banjo, Mandolin, Lute, Lyre, Electric Bass
- Woodwinds - Reed - Single – Saxophones, Clarinets, Recorder, Bag Pipe  
- Double – Oboe, Bassoon, English Horn, Recorder  
- No Reed – Flute, Piccolo, Recorder, Harmonica
- Brass - Valves - Piston – Trumpet, Cornet, Tuba, Baritone  
- Rotary – French Horn, Tuba  
- No Valves – Bugle  
- Slide – Trombone
- Percussion – Pitched - Keyboards – Piano, Celesta  
- Mallets – Bells (Glockenspiel), Marimba, Xylophone, Vibraphone, Chimes  
- Timpani  
- Non-Pitched – Drums/Battery – Snare, Bass, Tenors, Tom Toms  
- Cymbals  
- Auxiliary – Triangle, Wood Block, Sleigh Bells, Maracas, Tambourine, Shaker, Castanets

Here it is translated in Spanish:

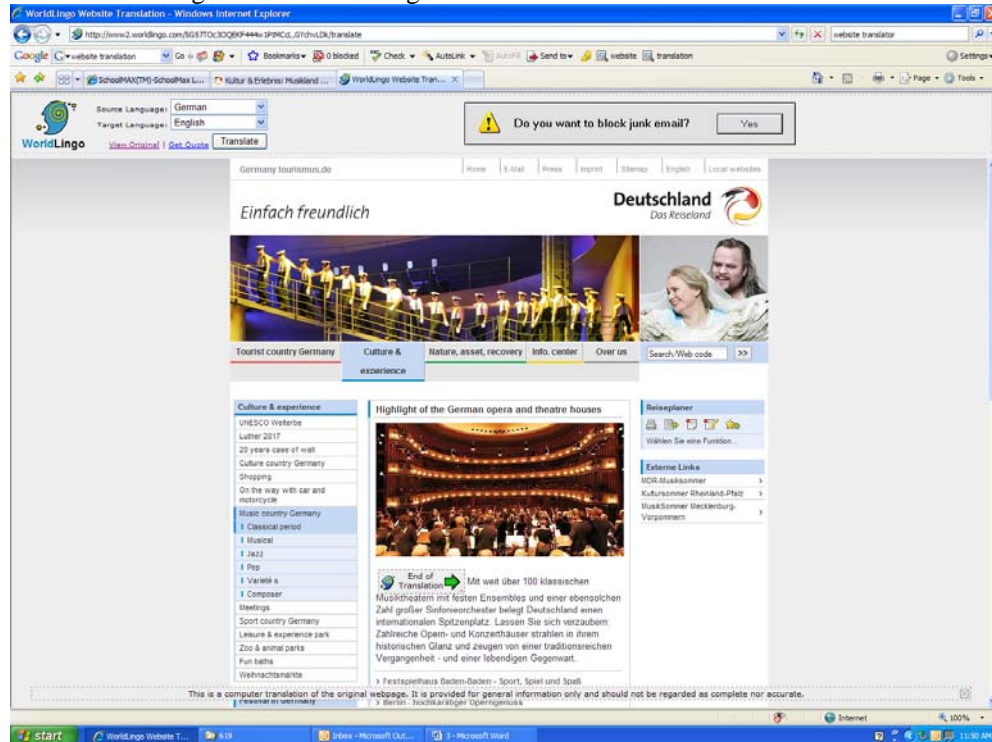
**Familias de lista de los instrumentos**  
**Clases de música instrumental**

- Secuencias - arqueadas (y Desplumado) - Violín desplumado, viola, violoncelo, bajo acústico, Viol de Gamba  
- Desplumado - arpa, guitarra, banjo, mandolina, laúd, Lyre, bajo Eléctrico
- Los Woodwinds - caña - escogen - los saxofones, Clarinets, registrador, pipa del bolso  
- Doble - Oboe, Bassoon, cuerno inglés, registrador  
- Ninguna caña - flauta, flautín, registrador, armónica
- Latón - válvulas - pistón - trompeta, cucurucho, tuba, barítono  
- Rotatorio - cuerno francés, tuba  
- Ningunas válvulas - bugle  
- Diapositiva – Trombone
- Percusión - echada - teclados - piano, Celesta  
- Mazos - Belces (Glockenspiel), Marimba, xilófono, Vibraphone, carillones  
- Timpani  
- Tambores/batería - trampa No-Echada, bajo, tenores, Tom Toms  
- Platillos  
- Auxiliar - triángulo, bloque de madera, trineo Belces,



## Maracas, Pandereta, coctelera, castañuelas

### German Web Page Translated to English:



This is a German website that I had translated into English, but the free translator would only do up to 500 words, so it only did part of the page. It is not to have the option of free translation so readily available. There were several words that were subject specific to music, and were evidently not in the dictionary of the translator, so they did not get translated.