



BOE Approved 8/18

Cliffside Park Public Schools

CHORUS - MIDDLE SCHOOL

	September	October	November	December	January	February	March	April	May	June
TOPICS FOR CHORUS AND NJ	1.1,1.2 Elements of music Lyrics Rhythm Tempo	1.3,1.4 Holiday music Rhythm Dynamics Tempo	1.3,1.4,1.1 Aesthetics Critique and improve Rep. for Winter Concert Melody Harmony	1.3,1.4 Critique Holiday Music Prepare for Concert	1.3,1.2,1.4 Motown study Berry Gordy Composers	1.2,1.3,1.4 Spring Concert prep. 5 elements of music Music from other countries other languages	1.3,1.2,1.4,1.1 Spring concert Preparation	1.2,1.3,1.4 Spring Concert Preparation continued Les Miserable study	1.2,1.4 Spring Concert	1.2,1.3,1.4 Music and other cultures Grad. Prep
ACTIVITIES	Listening to songs with powerful lyrics Message songs Music and emotion	Listening to accapella groups Rap composing Highlighting choral music	Part singing Soprano Alto Baritones Sectionals	Sectional rehearsals Prep for winter concert Concert tour to all elementary schools in district and to senior center	Movie The Temptations The making of Motown	Sectionals for Spring Music American Idol contest Watch and evaluate performance, vote	Sectionals Medley Beauty and the Beast Angel and other rep, for spring concert.	Sectionals and rehearsal prep for concert	Evaluate progress for concert. Voice testing Start graduation prep.	Graduation performance Watch Movie Music and entertainment. Careers in music.
RESOURCES	Song writers Elton John James Taylor Carol King Carole B. Sayer	Film on accapella singing and accompaniment Singing in 2 part harmony Partner songs spirituals	Rep. Rhythm of Life Hurry Santa Chanukah Kwanza Light a Candle	Holiday music continue	Movie Quiz	American Idol Contest, Critique in school. School trip to see a musical.	Review spring rep. American Idol	Music rep. for spring. Continue American Idol contest	Inspirational music for Graduation. American Idol results	Mr. Holland's' Opus.

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p>	<p>Modifications for Classroom</p> <p>Assign a peer helper in the class setting</p> <p>Use Smartphone as dictionary</p> <p>Use Dictionary</p> <p>Use materials in native language, if available</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p>Modifications for Assessments</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>



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<p>Provide assessments at a higher level of thinking</p>	<p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Use dictionary or approved electronic device</p>	<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>	<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school</p>
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		<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading</p>	<p>communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading</p>
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		<p>criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments</p>	<p>criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, and topic).</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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New Jersey State Department of Education. (2014). *New Jersey core curriculum content standards*. Trenton, NJ: Author.