



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 4 **SUBJECT:**

NEW JERSEY CONTENT STANDARDS

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Unit 1 The Creative Process

Overview: Students will learn performance technique and music notation to include: concert pitches: F, Eb, D, C, Bb, G Rhythms: Quarter note, Quarter Rest, Half Note, Half Rest, Whole Note, Whole Rest

Time Frame: First Marking Period

Enduring Understandings: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

Essential Questions:

What is music?

Is music its own language?

Why is rhythm important?



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Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.5.B.1: Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and</p>	<p>Topics – Concert Pitches: F, Eb, D, C, Bb, G</p> <p>Rhythms: Quarter note, Quarter Rest, Half Note, Half Rest, Whole Note, Whole Rest</p> <p>SWBAT – Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) and compound (6/8) meter.</p> <p>Read and perform: syncopated rhythms, dotted eighth-note/sixteenth note rhythms.</p> <p>Identify introduction, interlude, coda, D.C. al fine (ABA); first and second endings. Identify, read, and sing: melodic patterns using</p>	<p>Students will learn basic music symbols and their use (staff, ledger lines, measures, bar lines, treble clef, bass clef, time signature, sharp sign, flat sign, natural sign, repeat sign, double bar, breath mark, key signature, pick-up note, and fermata).</p> <p>Students will describe values of basic notes and rests (quarter note, 81 quarter rest, half note, half rest, whole note, whole rest, line notes and space notes).</p> <p>Students in small groups will create posters demonstrating understanding of music symbols and basic notes connecting them to their origin in music history.</p>	<p>Intro. To instruments: http://lessonplanspage.com/musicintrotoinstrumentsactivityidea45-htm/</p> <p>Musical symbols: http://lessonplanspage.com/musicmusicalsymbolsboxgame39-htm/</p> <p>Musical symbols: http://lessonplanspage.com/musicmusicaltwisternotesandrestsnameandsymbolrecognitiongameideak8-htm/</p> <p>Syncopation: https://www.bethsnotesplus.com/2015/03/syncopation-songs-visuals.html</p> <p>Syncopated Rhythms: http://wvsokids.org/wp-content/uploads/Lesson-14-</p>	<p>Benchmark Assessment: - Common formative Assessment</p> <p>Formative: - Observation - Question and answer group discussion - Reflections - Self- Assessment - Peer Assessment</p> <p>Summative: Evaluation of student playing or singing with others and/or alone.</p> <p>Reading So, Mi, La, pitches</p> <p>Reading of musical notation</p> <p>Posters of symbols and notes</p>



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<p><u>compound meter.</u></p> <p>1.3.5.B.2</p> <p>Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p>	<p>“Sol,-La,-Do-Re-Mi-Fa-So-La-Do’ including upward/downward melodic intervals by skip, step and leap.</p> <p>Identify/read the home tone as Do and as La; tonic note of scale; monophonic, homophonic, and polyphonic textures; and identify the I, IV, and V7 chords.</p>	<p>NJSLSA.SL1., 6.1.4.D.20, NJSLSA.L3, NJSLSA.SL2</p> <p>Students will explain and demonstrate the concept of harmony. NJSLSA.L6.</p> <p>Students will demonstrate skip, step and leaps</p>	<p>Syncopated-Straw-RUMPEL.pdf</p> <p>Harmony: https://caldwellorganizedchaos.blogspot.com/2017/01/how-to-teach-beginning-harmony.html</p> <p>Melodic Intervals: www2.gvsu.edu/beec/Do%20I%20hear%20a%20Melody.doc</p> <p>Notes of the scale: https://www.khanacademy.org/humanities/music/music-basics2/reading-music2/v/lesson-1-staff-names-of-notes-treble-clef</p>	<p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball <p>https://www.theartofeducation.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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Key Vocabulary: allegro, moderato, adagio, accelerando, ritardando, presto, andante, staff, ledger lines, measures, bar lines, treble clef, bass clef, time signature, sharp sign, flat sign, natural sign, repeat sign, double bar, breath mark, key signature, pick-up note, and fermata

Unit 2 - Performance



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GRADE: 4 **SUBJECT:**

Overview: Students will further their fundamentals of performance with a focus on developing rhythmic skills/sixteenth notes, Concert Bb, F, G Major Scales (half notes then quarters), conducting patterns, and music notation.

Time Frame: Second Marking Period

Enduring Understandings: All students will demonstrate an understanding that reading and performing music is dictated by rules.

Essential Questions:

Why does music have rules?

Why are dynamics important?

How does creating and performing music differ from being part of the audience?

Standards	Topics and Objectives	Activities	Resources	Assessments
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GRADE: 4 SUBJECT:

<p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p> <p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p>	<p>Topics – Rhythms: Developing Rhythmic Skills/Sixteenth notes Concert Bb, F, G Major Scales (half notes then quarters)</p> <p>SWBAT –</p> <p>On pitched barred instruments or recorder, play two-part pieces in duple and triple meter, notated in treble clef, using note values from 16th-note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic changes.</p> <p>Read and sing melodies using note values from 16th-note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic and tempo changes.</p>	<p>Students will learn how conducting patterns relate to the different time signatures.</p> <p>Students will read basic music notation.</p> <p>Students will perform songs (recorder) which include tempo and dynamics. NJSLSA.SL2.</p> <p>They will play the following snare drum rudiments: paradiddle, flam, flam tap.</p> <p>Students will perform songs that demonstrate rounds, canons, partner songs, call and response, etc. from various time periods and genres. 6.1.4.D.20</p> <p>Small groups will demonstrate dynamics</p>	<p>Recorder activities: https://westmichigansymphony.org/wp-content/uploads/2013/08/linkup_beginnings_unit_7.pdf</p> <p>Resource: The Arts in Every Classroom: A Video Library, K-5 https://www.learner.org/resources/series165.html</p> <p>Dynamics lessons: http://denisegagne.com/dynamics-lesson-plan-for-spring/</p> <p>Values and Time Signatures: https://www.khanacademy.org/humanities/music/music-basics2/notes-rhythm/v/lesson-1-note-values-duration-and-time-signatures</p> <p>Snare drum: https://www.youtube.com/watch?v=ORnNiPnHmF0</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> - Common formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> - Observation - Question and answer group discussion - Reflections - Self- Assessment - Peer Assessment <p>Summative:</p> <p>Evaluation of student playing or singing with others and/or alone.</p> <p>Solo and duo performance evaluations</p>
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GRADE: 4 SUBJECT:

1.3.5.B.3

Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

Sing rounds/canons, partner songs, and two-part songs, using correct posture, vocal placement, and breathing technique.

Improvise a vocal melody in call-and-response form to a given instrumental prompt
Compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.

using instruments and vocal melodies. **NJSLSA.SL1.**

Students will discuss the importance of using proper posture and breathing techniques.

NJSLSA.L3.

Students will demonstrate proper posture and breathing techniques.

Students will work in small groups to compose and notate a melody for the recorder. **NJSLSA.L6**

Snare Drum-Flam, Flam Tap:
<https://videovind.com/video/0OuPncUrBjl/drum-tutorial-flams-flam-flam-accent-flam-tap.html>

Rounds, Canons, etc:

http://www.mtrs.co.uk/subscriptions/Downloads/support/vocal_activities.pdf

Canon lesson:

https://makingmusicfun.net/htm/f_mmf_music_library/skitte_ski_lesson.php

Call & Response:

http://teaching_monster.com/training/articles/2828-3-5-call-and-response-singing

Ostinatos:

<https://www.teacherspayteachers.com/Product/Composing-Ostinatos-in-Elementary->

- Instrument performances (dynamics)
- Teacher-made check sheets and rubrics.

Alternative Assessments:

20 Quick Formative Assessments from the art of education:
- Outcome Sentences
- Pair-Share
- 3-2-1
- Beach ball
<https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>



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GRADE: 4 **SUBJECT:**

[Music-668017](#)

Composition (pentatonic scale)

<https://www.bethsnotesplus.com/2012/03/teaching-composition-3rd-grade.html>

Compositions (pentatonic scale)

<https://www.youtube.com/watch?v=x0MhajwhXws>

Key Vocabulary: rhythm and meter, articulations, dynamics and tonal terminations, diatonic scales; tempo changes, pentatonic pitches, ostinatos



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Unit 3 - Performance

Overview: Students will further their understanding of aesthetic response to music. While they continue to develop fundamentals of performance with a focus on developing rhythmic skills/sixteenth notes, Concert Bb, F, G Major Scales (half notes then quarters), conducting patterns, and music notation, students will learn how to critique performances based on specific criteria.

Time Frame: Third Marking Period

Enduring Understandings: All students will demonstrate and apply an understanding that judgement and analysis of the arts (music) include critique of their own performances as well as those of others, based on specific criteria.

Essential Questions:

Why is it important to critique your own performance?

Why is it important to count rhythms while playing?

Why is it important to be able to read music?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing</p> <p>1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p> <p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, <u>mixed meter</u>, and <u>compound meter</u>.</p>	<p>Topics – Integrating Playing & Musical Concepts</p> <p>SWBAT – Perform unison songs, rounds, partner songs, and descants, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – D5 (making allowances for emerging cambiata voices).</p> <p>Improvise a vocal melody on a diatonic scale over a given harmonic progression using I-V7, and ending on the home tone using either solfege or a neutral syllable ("loo").</p> <p>Improvise a melody on a diatonic scale over a given harmonic progression using I-V7, ending on the</p>	<p>Students will read, count and perform various notes and rests, including eighth notes followed by eighth note rests. NJSLSA.SL2</p> <p>They will play Concert Bb, F, G, C, Ab Major scales in a Quarter-Eighth note pattern.</p> <p>They will read and perform a closed roll and extended roll (percussion).</p> <p>They will read and perform a 2-measure repeat (percussion).</p> <p>Students will play the following snare drum rudiments: flamacue.</p> <p>They will perform a solo, duet and trio.</p> <p>Students will work in</p>	<p>CD's, YouTube videos</p> <p>Songs for rounds, unison, partners: http://www.mtrs.co.uk/subscriptions/Downloads/support/vocal_activities.pdf</p> <p>Descants: https://musiciselementary.com/wp-content/uploads/2018/02/SAMS-NJ-Ostinati-Descants.pdf</p> <p>A Flat scale: https://www.basicmusictheory.com/a-flat-major-scale</p> <p>Diatonic scale: https://study.com/academy/lesson/diatonic-scale-definition-patterns-quiz.html</p> <p>Recorder songs:</p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative: - Observation - Question and answer group discussion - Reflections - Self- Assessment - Peer Assessment</p> <p>Summative: Quizzes</p> <p>Weekly Practice Charts In-class demonstration Class discussion Solo and duo performance evaluations</p> <p>Teacher-made check</p>
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GRADE: 4 SUBJECT:

<p>1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p> <p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>	<p>home tone played on barred instruments or recorder.</p> <p>Compose and score two 4-bar melodies in F major and G major, using note values as small as the 8th note in 3/4 and/or 4/4 time, and resolving to the home tone, using traditional instruments and/or computer programs</p>	<p>small groups to compose and score a melody for instruments. NJSLSA.SL1, NJSLSA.L3.</p> <p>Students will perform their compositions for their groups. NJSLSA.SL1.</p> <p>Students will critique their own performance using a class created rubric.</p> <p>Students will discuss the performances from various historical genres in history using music terminology. NJSLSA.L6, 6.1.4.D.20</p>	<p>https://sites.google.com/a/jonesboroschools.net/mrs-jackson-s-music-notes/4th-6th-grade-lesson-plans?o_verridemobile=true</p> <p>Closed Roll (drum): https://www.youtube.com/watch?v=5Xg-Fy4D6Eo</p> <p>Flamacue: https://www.youtube.com/watch?v=FbjkpkcNaig</p> <p>Composing Melodies: https://www.mymusictheory.com/for-students/grade-5/58-12-composing-a-melody-general-tips</p> <p>instruments</p> <p>Warm-up sheets and supplemental concert music.</p>	<p>sheets and rubrics.</p> <p>Listening activities to identify musical elements.</p> <p>Graphic Organizer</p> <p>Musical versions Review</p> <p>Composer's influences project</p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education: - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball https://www.theartofed.com/2013/10/18/20-</p>
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GRADE: 4 **SUBJECT:**

		quick-formative-assessments-you-can-use-today/
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Key Vocabulary: diatonic scale, enharmonic notes, closed roll, flamacue



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GRADE: 4 **SUBJECT:**

Unit 4 - Aesthetic Responses and Critique Methodologies

Overview: This unit presents an understanding of how the elements and principles of music are used differently in different genres of music. The political and societal influences of a time period will be explored in terms of their effect on the music produced during that time.

Time Frame: Fourth Marking Period

Enduring Understandings: All students will demonstrate an understanding of how the elements and principles of music are used differently in different genres of music. Students will understand that different genres of music impact audiences differently.

Essential Questions:

How do genres of music impact an audience differently?

How do political and societal influences affect the music of various time periods and genres?

How do different genres use the elements of music in different ways?

Standards	Topics and Objectives	Activities	Resources	Assessments
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GRADE: 4 SUBJECT:

<p>1.4.5.A.1 Employ basic, discipline- specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and</p>	<p>Topics – Integrating Playing & Musical Concepts</p> <p>SWBAT – Teacher chooses three disparate genres of music (e.g., baroque, be-bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.</p> <p>Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different historical periods and in different genres.</p>	<p>Groups of students will be given a genre of music in history and conduct research. 6.1.4.D.20</p> <p>Students will create a powerpoint presentation on their genre (including audio clips). NJSLSA.SL2.</p> <p>Students will present their research to the class. NJSLSA.SL1, NJSLSA.L3.</p> <p>After research is presented, students will use a graphic organizer to describe the characteristics of the genre.</p> <p>Students will listen to pieces in different forms from different historical periods/different genres.</p> <p>Students will describe the</p>	<p>Baroque: https://theartistseries.org/wp-content/uploads/2017/09/Structure-Style-and-Themes-of-Baroque-Music-1.pdf</p> <p>Traditional Japanese: https://caldwellorganizes.blogspot.com/2016/04/teach-er-tuesday-japanese-music-in.html</p> <p>Japanese: https://www.mrsmiraclesmusicroom.com/2016/03/music-of-japan-mini-unit.html</p> <p>Be-bop: http://www.liveoakmedia.com</p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative: - Observation - Question and answer group discussion - Reflections - Self- Assessment - Peer Assessment</p> <p>Summative: Research powerpoint presentations Graphic organizers Listening activities to identify musical characteristics. “Facebook” page for composer Completed class created rubrics</p> <p>Alternative Assessments: 20 Quick Formative</p>
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<p>social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity</p>	<p>Document the personal and historical contexts of a genre of music in two diverse time periods.</p> <p>Describe these influences, referencing the composer's personal, social and political influences in written, graphic, multi-media, or other formats.</p> <p>Assess the musical elements used in three different recordings of the same song.</p> <p>Develop a rubric to compare the arrangements in orchestration, tempo, key, etc.</p> <p>Devise criteria for evaluating performances and compositions of self and others (e.g., rubrics, checklists, holistic scoring</p>	<p>similarities and differences between the pieces in small groups. NJSLSA.SL1,</p> <p>Students will share their findings to the whole class and teacher will add historical context information.</p> <p>Students will learn about a composer's influences,</p> <p>They will create a "facebook" page demonstrating the composer's influences (social, personal, historical).</p> <p>Listen to and take notes on the differences between 3 performances of the same song.</p> <p>Work with the whole class to create a rubric to compare the 3 versions.</p>	<p>a.com/assets/guides/24190.pdf</p> <p>Rondo Form: https://cso.org/globalassets/institute/lesson-plans/rondo-form-lesson-plan.pdf</p> <p>Verse/Refrain Form: http://1m2ttv2mna503wr6883ge7av.wpengine.netdna-cdn.com/wp-content/uploads/2015/07/Lesson-Plan-1a.pdf</p> <p>Facebook template: https://www.educatorstechnology.com/2013/03/3-awesome-facebook-templates-for-your.html</p> <p>Musical instruments Warm-up sheets and</p>	<p>Assessments from the art of education:</p> <ul style="list-style-type: none"> - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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<p>of critiques by peers.</p> <p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p> <p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a</p>	<p>charts).</p> <p>Explain personal reactions to musical works based on developed criteria.</p>	<p>Use the rubric to evaluate to pieces, and discuss using music terminology.</p> <p>NJLSA.L6.</p>	<p>supplemental concert music</p>	
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reflection of societal values and beliefs.

1.2.5.A.2

Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3

Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Key Vocabulary: melodic, rhythmic, texture, timbral, rondo, baroque, be-bop



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GRADE: 4 SUBJECT:

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners

- Speak and display

Special Education

- Utilize modifications &

At-Risk

- Using visual

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction



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<p>terminology and movement</p> <ul style="list-style-type: none"> ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the teacher. <p>Incorporate visuals: graphic organizers, gestures, props</p>	<p>accommodations delineated in the student's IEP</p> <ul style="list-style-type: none"> ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through repetition. ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	<p>demonstrations, illustrations</p> <ul style="list-style-type: none"> ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hun 	<ul style="list-style-type: none"> ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects ● Adaptation of requirements
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Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.



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English Language Learners

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Check for understanding of directions
- Use posters with directions written in pictures in all languages
- Seat students close to the teacher.
- Incorporate visuals: graphic organizers, gestures, props

Special Education

- Utilize modifications & accommodations delineated in the student's IEP
- Work with paraprofessional
- Work with a partner
- Provide concrete examples and relate all new assignments to previously learned tasks
- Solidify and refine concepts through repetition.
- Provide extended time.
- Repeat directions
- Check for understanding of directions

At-Risk

- Using visual demonstrations, illustrations
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction
- Room for Artistic Choices
- Elevated Technique Complexity
- Additional Projects
- Adaptation of requirements



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GRADE: 4 **SUBJECT:**

		<p>needed.</p> <ul style="list-style-type: none"> • Oral prompts can be given. 	
<p>Interdisciplinary Connections:</p> <p>ELA - NJSL/ELA:</p> <p>NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p style="padding-left: 40px;">NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Social Studies:</p> <p style="padding-left: 40px;">6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>Math:</p> <p>NJSL M.K.CC.A Know number names and the count sequence.</p>			



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GRADE: 4 SUBJECT:

Integration of Technology Standards NJSL 8:

- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.
- 8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.

Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.** Work productively in teams while using cultural global competence.