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Cliffside Park Public Schools

GRADE: 8 **SUBJECT: MUSIC**

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: General Music

Overview: Students will evaluate musical works and performances in terms of their technical proficiency to identify innovations in music and performance over time. Explain the impact music had on: The Civil War and World War II, slavery, women’s social movement, the equal rights movement, the growth of technology from the phonograph and radio to “talking movies” and television, the growth of the entertainment industry.

Time Frame: 1st Marking Period

Enduring Understandings:

During this unit, students will learn about late 19th century and 20th century inventions, events, and social movements and their relation to the rise of the popular music industry in America; Popular music: Styles, Composers, Performers (studied in relation to their historical context)

Essential Questions:

What improvements and inventions in 20th century technology helped the rise of the popular music industry?



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Who were the originators of jazz?

Who were the originators of rock and roll?

Why is studying the popular music of the 20th century in America important to understanding America's history? (political, cultural, social, entertainment.)



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Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	<p>SWBAT Explain the impact music had on: The Civil War and World War II, slavery, women’s social movement, the equal rights movement, the growth of technology from the phonograph and radio to “talking movies” and television, the growth of the entertainment industry.</p> <p>Students will describe the impact these inventions, events, and movements had on the 20th century music industry.</p> <p>Students will identify innovations in music and performance over time.</p> <p>Students will use music terminology to discuss</p>	<p>Students will view historic music performances, and compose reactions to seeing and hearing the music of the 40’s, 50’s, and 60’s by writing a letter to someone that grew up during that time. WHST.6-8.9</p> <p>Students will listen to and view (TV, video and YouTube clips) today’s popular sounds and musicians.</p> <p>Create class graphic organizers such as Venn Diagrams, to compare and contrast the different styles of music from the present and the past. RST.6-8.4</p> <p>Students will create a blog post evaluating works from the past and Contemporary</p>	<p>The Best of the Ed Sullivan Show, http://www.edsullivan.com/10-legendary-ed-sullivan-show-performances/</p> <p>American Bandstand, https://www.cbsnews.com/news/almanac-american-bandstand-dick-clark/</p> <p>Soul Train, https://www.youtube.com/watch?v=gEd7wyHoBOw</p> <p>Jazz activities: http://www.jazzinamerica.org/</p> <p>Jazz lessons: http://www.nea.org/tools/lessons/51666.htm</p> <p>Warm-up sheets and supplemental concert music</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 - Self- Assessment <p>Summative:</p> <ul style="list-style-type: none"> -Letter -Graphic Organizer -Blog Post -Timeline -Group discussions <p>Alternative</p>



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<p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<p>innovations in music over time.</p> <p>Students will evaluate musical works and performances in terms of their technical proficiency.</p>	<p>music. WHST.6-8.9</p> <p>Students will explain how jazz represented an innovation in music.</p> <p>6.2.8.D.1.b, NJLSA.SL2</p> <p>Students will create a timeline of influential styles and artists, i.e.- Blues – Ma Rainey, Bessie Smith, WC Handy, Jelly Roll Morton - Ragtime – Scott Joplin - Dixieland – Armstrong, Joe Oliver - Big Band and Swing – Dorsey Brothers, Duke Ellington, Benny Goodman, Glenn Miller.</p> <p>Students will choose 1 artist they feel was an innovator and discuss in their small group, justifying their choice. SL.8.1</p>	<p>Internet, Laptop/classroom computers SMART Boards</p>	<p>Assessments: 20 Quick Formative Assessments from the art of education: - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball https://www.theartofeducation.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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Key Vocabulary: jazz, rock and roll, phonograph, stereo, swing music, rhythm and blues



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Unit 2: Music History

Overview: Music History - During this unit, students will learn about music from the early 20th century time periods. Students will listen to, perform, read about, and write about music from these various eras. They will compare and contrast music from within the time periods, as well as music from different periods. Students will learn about different compositional techniques used throughout history and will compose some of their own music using these methods.

Time Frame: 2nd Marking Period

Enduring Understandings:

Music expresses the beliefs and values of the society in which it originates. Music can employ various compositional techniques to express the composer's ideas.

Essential Questions:

How did music develop into what we listen to today?

How does the music of a time period reflect the prevailing ideas and main events of that time period?

How do music and history influence each other?

Is there a right way and a wrong way to write music?



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Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>SWBAT distinguish between artistic styles, trends, and movements in music within historical eras.</p> <p>Students will identify specific compositional forms in various styles of music (e.g., ABA, Rondo, Theme and Variations).</p> <p>Students will describe how melody, harmony, and the ABA/CHORUS-VERSE have evolved over time in various genres of music.</p> <p>Students will identify the metaphors and symbolism in the music of various genres.</p>	<p>Students will explain how tempo is employed to identify dance music and popular American music.</p> <p>Students will identify and demonstrate specific rhythms utilized in American popular dance music.</p> <p>Students will describe which compositional forms are used in various styles of music (e.g., ABA, Rondo, Theme and Variations). 6.2.8.D.1.b, RST.6-8.4</p> <p>Students will describe how melody, harmony, and the ABA/CHORUS-VERSE</p>	<p>Popular dance music lessons/videos: http://teachrock.org/lesson/telvision-and-the-twist-rock-and-roll-dance-goes-mainstream/</p> <p>Rhythm/Tempo in popular dance music: https://www.rockhall.com/digital-classroom-martha-vandellas-dancing-street</p> <p>Form activities/videos: https://courses.lumenlearning.com/musicappreciation_with_theory/chapter/binary-form/</p> <p>Harmony in Jazz: http://www.jazzstandards.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: -Listening Activities -Group Discussions -Illustrations -Photograph project</p> <p>Alternative Assessments:</p>



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<p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre,</p>	<p>Students will describe the cultural and political impact various genres of music had had over time.</p>	<p>form evolved through each style of Jazz (e.g., Swing, Be-Bop, Afro Cuban, Latin, Avant-Garde etc.).</p> <p>In small groups, students will illustrate various metaphors and symbolism found in different genres of music. SL.8.1</p> <p>Students will choose 1 song that includes metaphors or symbolism and look for a photograph from that time period that expresses a similar idea (i.e. struggle for freedom).</p>	<p>/theory/harmony-and-form.htm</p> <p>Symbolism in Blues: https://www-tc.pbs.org/theblues/classroom/downloads/teacher_guide.pdf</p> <p>Metaphors in Jazz: https://nj.pbslearningmedia.org/resource/aml15.ela.lit.jazz/jazz-a-metaphor-for-america</p> <p>Styles of Jazz lessons: http://www.jazzinamerica.org/LessonPlan/8/6</p> <p>Roots of Jazz: http://www.pbs.org/kenburns/jazz/roots-jazz/</p> <p>Audio clips of Jazz (struggle for freedom): https://www.npr.org/sections/ablogsupreme/2012/06/18/155318747/five-jazz-songs-</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.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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and visual art that represent important ideas, issues, and events

1.2.8.A.3

Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

[which-speak-of-the-freedom-struggle](#)

Photos of the March on Washington:

<https://www.cnn.com/2013/08/22/living/march-o-washington-freed-potos/index.html>

Warm-up sheets and supplemental concert music

Internet Web Quests

Laptop/classroom computers, SMART Boards

Key Vocabulary: metaphor, symbolism, Jazz, Blues, American dance music



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Unit 3 - Music Composition

Overview: Using the elements of music that are consistent with basic writing, playing and/or singing techniques students will work independently and in groups compose an original piece based on a tone row. Perform music (independently and in groups) using the appropriate expressive qualities of a particular style and rearrange it to conform to a new style. Apply theoretical understanding of expressive and dynamic musical qualities for expression in both styles (e.g., crescendo, diminuendo, pianissimo, forte, etc.).

Time Frame: 3rd Marking Period

Enduring Understandings: Music expresses the creativity of the writer and performer and reflects the influences of the time period in which it was written. Music can employ various compositional techniques to express the composer's ideas.

Essential Questions:

When it comes to writing and performing how do my efforts and contributions towards the group goals affect the group's success?

Am I writing, reading and performing the music accurately, interpreting the music emotionally, and performing the music artistically?

Is there a right way and a wrong way to write music?

How can we blend our individual talents to work together to create a dynamic piece of music?

Are my creative talents blending with the people around me?



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Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p> <p>1.3.2.B.2 Perform independently and in groups with</p>	<p>SWBAT compose a musical piece for voice or instruments using the stylistic characteristics of their chosen genre.</p> <p>SWBAT perform their composition independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>Students will analyze the cultural implications of various genres of music over time.</p> <p>Students will compare and contrast different genres of music from different historical time periods.</p>	<p>Students will listen to the different genre of music, (i.e. Popular, Folk, Broadway, -Standard, Jazz, World Music, Classical, Blues, etc.) to see what they respond to as individuals and in a group.</p> <p>They will research one time period that has had an influence on their own musical interests and write “album liner notes” that describe the benefits of those references. WHST.6-8.9, RST.6-8.4, 6.2.8.D.1.b</p> <p>Students will compose a musical piece for voice or instruments.</p>	<p>Rhythm in different genres: http://lessonplanspage.com/musicrootsoffrockidea58.htm/</p> <p>Musical genres-listen, learn and make: https://educators.brainpop.com/lesson-plan/musical-genres-and-instruments-lesson-plan-learning-and-making-music/</p> <p>Genres of music: https://musicadventures.wordpress.com/2014/02/20/music-appreciation-class-lessons-timbre-ensembles-genres/</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 - Self- Assessment <p>Summative:</p> <ul style="list-style-type: none"> -Listening Activities -Research -Album Liner Notes -Original compositions -Group Discussions



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<p>expressive qualities appropriately aligned with the stylistic genre.</p> <p>1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p> <p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p>	<p>Students will also introduce different instruments into their composition.</p> <p>Students will discuss in small groups the cultural impact of specific genres of music (each group will be given one genre). 6.2.8.D.1.b, SL.8.1, RST.6-8.4</p> <p>As a whole class, students will compare and contrast the impact of all of the different genres of music studied on society. SL.8.1</p> <p>The Blues-listen and create: http://artsedge.kennedy-center.org/educators/lessons/g_rade-6-8/Twelve_Bar_Blues#Overview</p> <p>Your First Music Composition Lesson https://www.youtube.com/watch?v=Cdk6-joiTug</p> <p>How to Write a Song Using Basic Music Theory https://www.youtube.com/watch?v=SVreGioq_gl</p> <p>How to compose music - Basics of Music https://www.youtube.com/watch?v=WdllehLC43g</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-quick-formative-assessments-you-can-use-today/</p>
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<p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<p>Composing different styles of music: https://www.dropbox.com/s/xnil7hyze7yhp7t/2018%20YP%20RESOURCE%20GUIDE.pdf?dl=0</p> <p>Various musical instruments</p> <p>Warm-up sheets and supplemental concert music</p> <p>Internet/Laptop/classroom computers/SMART Boards</p> <p>recording equipment</p> <p>Garage Band</p>	
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Key Vocabulary: tone row, expressive and dynamic musical qualities for expression, crescendo, diminuendo, pianissimo, forte



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Unit 4 - Music Critique and Appreciation

Overview: In this course students will generate observational and emotional responses to diverse culturally and historically specific works of music. They will use objective criteria to evaluate a performance and apply the elements of music in a new composition.

Time Frame: 4th Marking Period

Enduring Understandings: Culturally diverse and historically specific works of different styles of music evoke different emotions and responses. Musical performances can be influenced by music from different cultures and historical eras.

Essential Questions:

- How can we distinguish among artistic styles, trends, and movements in music within diverse cultures and historical eras?
- How can we analyze the form, function, craftsmanship and originality of various styles of music?
- How can we differentiate ways “traditional” non-traditional music employ elements of style to invoke emotional responses in the listener and apply those elements of style to musical performance?
- How can we apply characteristics of music from different cultures and historical eras to musical performance?



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<p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non- utilitarian purposes.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of</p>	<p>SWBAT generate observational and emotional responses to diverse culturally and historically specific works of music.</p> <p>SWBAT generate observational and emotional responses to different versions of the same song.</p> <p>SWBAT use objective criteria to evaluate a performance.</p> <p>SWBAT apply the elements of music in a new composition based on a piece they have listened to.</p> <p>SWBAT use music terminology to evaluate</p>	<p>Using YouTube, compare the effectiveness of a piece of music being performed by different bands (i.e. Born in the USA, other covers). 6.2.8.D.1.b</p> <p>Students will use research and music vocabulary to describe similarities and differences in a written review (blog, news article, etc.) L.8.3, WHST.6-8.9, RST.6-8.4</p> <p>Students will complete a song analysis of 2 different songs (listening, viewing and exploring the song content). W.8.10</p> <p>Students will work in groups to discuss, analyze and</p>	<p>Compare/contrast covers: https://theycallmewonderful.wordpress.com/2012/04/22/lesson-plan-compare-contrast-music-covers/</p> <p>Songs for Our Times: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/songs/teach.html</p> <p>Songs meaning/rewrite lyrics: https://www.tolerance.org/classroom-resources/tolerance-lessons/sounds-of-change</p> <p>How to Write a Song Using Critique: https://www.youtube.com/watch?v=o0TNtbrM_h0</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 - Self- Assessment <p>Summative:</p> <ul style="list-style-type: none"> -Viewing/Listening Activities -Written reviews -Song Analysis -Group Discussions/Rubric creation



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<p>dance, music, theatre, and visual art.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic genre.</p> <p>1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p>	<p>musical performances.</p>	<p>critique the music, creating a rubric to evaluate performances viewed. SL.8.1, RST.6-8.4</p> <p>Students will then re-write at least one of the songs and compare the lyrics, music styles or genre to the original piece. W.8.10</p> <p>Groups will present the new “song,” to the class, explaining their influences.</p>	<p>Rewriting lyrics (parody): http://www.littlekidsrock.org/Lesson/Video/Songwriting-005-EducationalParodies.pdf</p> <p>Internet</p> <p>Laptop/classroom computers</p> <p>SMART Boards</p> <p>recording equipment</p> <p>Garage Band</p>	<p>-Original song -Presentation on song</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-quick-formative-assessments-you-can-use-today/</p>
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Key Vocabulary: analysis, form, function, expression, articulation, characteristics, theme

Integration of 21st Century Standards NJSL 9:



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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 terminology and movement

Special Education

- Utilize modifications & accommodations delineated

At-Risk

- Using visual demonstrations, illustrations

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction
- Higher order thinking skills



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<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. Incorporate visuals: graphic organizers, gestures, props	<p>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	<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">● 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 NJSLS 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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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.



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English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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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		space or other behaviors as needed. <ul style="list-style-type: none"> • Oral prompts can be given. 	
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Interdisciplinary Connections:

ELA - NJSL/ELA:

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.

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.

NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

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.

Social Studies:

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Math:

NJSL M.K.CC.A Know number names and the count sequence.



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 8 **SUBJECT: MUSIC**

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.