



BOE Approved 8/18

## Cliffside Park Public Schools

**GRADE: 7/8**    **SUBJECT: Band**

Band is a full year course for students possessing intermediate Instructional Procedures on woodwind, brass, and percussion instruments. The permission of the instructor is required to register for this course. Students in Band study and perform music of an intermediate level with emphasis on developing technical ability, characteristic tonality, and knowledge of phrasing. Performances are culminating experiences without equivalent substitutes.

Subject Name: Band

Grade Band: Grades 7-8

### NJSLS Standards:

- 1.3.12.1 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs
- 1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
- 1.1.12.B.2 Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.



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September

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
Does memorization change the music's performance? What are the differences between field and parade performances? Why is balance & blend important?	A. Assorted pep band music B. Patriotic music  A. Tone Quality B. Intonation C. Syncopated rhythms D. Blending	Rhythmic & Motor Instructional Procedures (D,E) 1. Roll step 2. Marking time 3. Instrument snaps 4. Halts 5. Playing and moving in tandem Music memorization (A,D,E)  Demonstrate balance within band & section (D,E,F)	Public Performance: 1. Home football games 2. Marching Band Festivals 3. Passoffs Teacher Observations	Select Music and technical exercises: Bb, Eb, F major scales and arpeggios 1. Star Spangled Banner 2. Alma Mater 3. Notre Dame 4. On Wisconsin 5. Tequila 6. Hey Song 7. Louie Louie 8. Rock Around the Clock 9. War Chant Final Countdown Eye of the Tiger



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October

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
<p>What is the musicians' responsibility to their section as an individual?</p> <p>What is the musician's responsibility to their ensemble as a whole?</p>	<p>A 1. Rehearsal of all music individually. 2. Rehearsal of all music as a full ensemble.</p> <p>B1. Practice and demonstrate fundamental playing Instructional Procedures.</p>	<p>A. 1. Students will demonstrate the concepts of balance,blend, pitch, and rhythmic accuracy.</p> <p>A. 2- B 1. Students will demonstrate proper attacks, releases, interpretation,dynamics and phrasing.</p>	<p>Select Music and technical exercises: Bb, Eb, F major scales and arpeggios</p> <p>A1-2. B1. Daily rehearsal assessment.</p> <p>B1. Lesson assessment</p> <p>C. Teacher Observation and questioning.</p> <p>Pass off assignments on selected sections.</p>	<ul style="list-style-type: none"> <li>● Star Spangled Banner</li> <li>● Alma Mater</li> <li>● Notre Dame</li> <li>● On Wisconsin</li> <li>● Tequila</li> <li>● Hey Song</li> <li>● Louie Louie</li> <li>● Rock Around the Clock</li> <li>● War Chant</li> <li>● Final Countdown</li>   <li>● Eye of the Tiger</li> </ul>



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November

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
<p>Why is intonation necessary?            How does pattern knowledge improve reading?            Why is good balance necessary to any musical ensemble?</p>	<p>A. Likeness to qualities between like instruments.            B. Likeness of qualities between unlike instruments.            C. Individual awareness within the ensemble.            D. Recognition of melody vs. accompaniment.</p>	<p>A. Demonstrate awareness of qualities between like instruments by establishing color and volume match with another player at different levels.            B. Demonstrate awareness of qualities between unlike instruments by establishing color and volume match with another player at different levels.            B 2. Identify musical details within the ensemble at a given point in the score in relation to their individual part.            C. Identify their part as either accompaniment or melody.            D. Differentiate and appraise their part to opposing accompaniment or melody.</p>	<p>A-D. Lesson Assessment (Freshman).            A-D. Teacher Observation in Rehearsals.</p>	<p>Selected Concert <b>Band</b> Music.            Lesson books and etudes as selected by the instructor            Assorted Holiday concert music</p>



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### December

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
What makes a good performance?	<ul style="list-style-type: none"> <li>A. Tone Quality</li> <li>B. Intonation</li> <li>C. Syncopated rhythms</li> <li>D. Blending</li> </ul>	<ul style="list-style-type: none"> <li>A.1. Produce a Characteristic tone for their instrument.</li> <li>A.2. Perform with a warm, focused tone.</li> <li>A.3. Listen and blend with other ensemble members.</li> <li>A.4. Listen and balance their instrumental line with other parts.</li> <li>B.1. Adjust their own pitch to harmonically blend in an ensemble.</li> <li>B.2. Differentiate subtle deviations in pitch.</li> <li>B.3. Perform printed pitches accurately.</li> <li>B.4. Perform independent of other parts</li> </ul>	<ul style="list-style-type: none"> <li>A.1.-A.5. Performances (Pep <b>Band</b>, Holiday Concert)</li> <li>A.1.-A.5. Daily feedback in rehearsals, individual lessons, and group lessons.</li> <li>B.1.-B.4. Performances (see above)</li> <li>B.1.-B.4. Daily feedback in rehearsals and lessons.</li> <li>Music Terminology worksheets</li> <li>Pass off</li> </ul>	<ul style="list-style-type: none"> <li>Tone &amp; Technique Book: Etudes, scales</li> <li>Assorted concert materials</li> </ul>



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### January

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
What do my students need to know to prepare for more difficult literature?	<p>A. Daily rehearsal including:</p> <ul style="list-style-type: none"> <li>- Breathing</li> <li>- Warm-Up</li> <li>- Chorales</li> <li>- Long tone studies</li> <li>- Rhythm studies</li> <li>- Band music for sight reading</li> <li>- Band music for preparation for Band Festival in March</li> </ul> <p>Start new music for spring concerts, competitions, Memorial Day Parade, Graduation</p>	<p>A. Perform warm-up:</p> <ul style="list-style-type: none"> <li>- tone</li> <li>- tuning</li> <li>- rhythm</li> <li>- articulation</li> <li>- balance</li> <li>- blend</li> <li>- note accuracy</li> <li>- accidentals</li> <li>- chromatic</li> </ul> <p>B. Play in 4 4 time signature</p> <p>C. Play in 3 4 time signature</p> <p>D. Play with a rock beat</p>	<p>2 Pass-offs on assigned select pieces</p> <p>Name the note accidental worksheet</p> <p>Name the enharmonic note chromatic worksheet</p> <p>MID-TERM</p>	<p>1. <u>Standard of Excellence Book</u>, instrument history, fingering chart</p> <p>2. <u>Rubber Band Arrangements Arrangement Collection</u></p>



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### February

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
<p>How can my students improve their listening and technical Instructional Procedures?</p> <p>What do my students need to know to prepare for more difficult literature?</p>	<p>A. Daily rehearsal including:</p> <ul style="list-style-type: none"> <li>- Breathing</li> <li>- Warm-Up</li> <li>- Chorales</li> <li>- Long tone studies</li> <li>- Rhythm studies</li> <li>- Band music for sight reading</li> <li>- Band music for preparation for Band Festival this month</li> </ul> <p>Review all previously learned Instructional Procedures, scales.</p> <p>Start new music for spring concerts, competitions, Memorial Day Parade, Graduation</p>	<p>A. Perform warm-up:</p> <ul style="list-style-type: none"> <li>- tone               <ul style="list-style-type: none"> <li>● drone</li> <li>● sustain chords</li> </ul> </li> <li>- tuning</li> <li>- rhythm               <ul style="list-style-type: none"> <li>● tied notes</li> <li>● syncopation triplets (percussion)</li> <li>● clave beat</li> </ul> </li> <li>- articulation               <ul style="list-style-type: none"> <li>● trills</li> <li>● accents</li> <li>● tenuto</li> <li>● staccato</li> <li>● marcato</li> <li>● slurs</li> </ul> </li> <li>- balance</li> <li>- blend</li> </ul>	<p>2 Pass-offs on assigned select pieces</p> <p>Clap and count the syncopated exercises</p> <p>Self assess individual and group musical Instructional Procedures</p>	<p><u>Standard of Excellence Book 2</u>, instrument history, fingering chart</p> <p><u>Tone and Technique development through Chorales and Etudes</u></p> <p>Assorted Concert Band music</p>



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		<ul style="list-style-type: none"><li>- note accuracy</li><li>- accidentals</li><li>- chromatic</li><li>B. Play in 4/4 time signature</li><li>C. Play in cut time (2/2)</li><li>D. Play with a rock beat</li><li>E. Play in F major</li><li>F. Play chromatic notes</li><li>G. Dynamics</li><li>H. Symbols</li></ul> <ul style="list-style-type: none"><li>● fermata</li><li>● sfz</li><li>● rit</li><li>● crescendo</li></ul>		
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### March

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
<p>What do my students need to know to prepare for more difficult literature?</p> <p>What makes a good Band Festival?</p>	<p>A. Daily rehearsal including:</p> <ul style="list-style-type: none"> <li>- Breathing</li> <li>- Warm-Up</li> <li>- Chorales</li> <li>- Long tone studies</li> <li>- Rhythm studies</li> <li>- Band music for sight reading</li> <li>- Band music for preparation for Band Festival in March</li> </ul> <p>Review all previously learned Instructional Procedures, scales.</p> <p>Start new music for spring concerts, competitions, Memorial Day Parade, Graduation</p>	<p>A. Perform warm-up:</p> <ul style="list-style-type: none"> <li>- tone               <ul style="list-style-type: none"> <li>● drone</li> <li>● sustain chords</li> </ul> </li> <li>- tuning</li> <li>- rhythm               <ul style="list-style-type: none"> <li>● tied notes</li> <li>● syncopation triplets (percussion)</li> <li>● clave beat</li> </ul> </li> <li>- articulation               <ul style="list-style-type: none"> <li>● trills</li> <li>● accents</li> <li>● tenuto</li> <li>● staccato</li> <li>● marcato</li> <li>● slurs</li> </ul> </li> <li>- balance</li> </ul>	<p>STUDENT GROWTH OBJECTIVE 2!!!!</p> <p>2 Pass-offs on assigned select pieces</p> <p>Clap and count the syncopated exercises</p> <p>Self assess individual and group musical</p> <p>Instructional Procedures</p> <p>Band Festival performance</p>	<p><u>Standard of Excellence Book 2</u>, instrument history, fingering chart</p> <p><u>Tone and Technique development through Chorales and Etudes</u></p> <p>Assorted Concert Band Music</p>



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		<ul style="list-style-type: none"><li>- blend</li><li>- note accuracy</li><li>- accidentals</li><li>- chromatic</li></ul> <p>B. Play in 4/4 time signature C. Play in cut time (2/2) D. Play with a rock beat E. Play in F major F. Play chromatic notes G. Dynamics H. Symbols</p>		
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April

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
<p>How can my students improve their listening and technical Instructional Procedures?</p> <p>What do my students need to know to prepare for more difficult literature?</p>	<p>A. Daily rehearsal including:</p> <ul style="list-style-type: none"> <li>- Breathing</li> <li>- Warm-Up</li> <li>- Chorales</li> <li>- Long tone studies</li> <li>- Rhythm studies</li> <li>- Band music for sight reading</li> </ul> <p>Review all previously learned Instructional Procedures, scales.</p> <p>Start new music for Memorial Day Parade, Graduation</p>	<p>A. Perform warm-up:</p> <ul style="list-style-type: none"> <li>- tone               <ul style="list-style-type: none"> <li>● drone</li> <li>● sustain chords</li> </ul> </li> <li>- tuning</li> <li>- rhythm               <ul style="list-style-type: none"> <li>● tied notes</li> <li>● syncopation triplets (percussion)</li> <li>● clave beat</li> </ul> </li> <li>- articulation               <ul style="list-style-type: none"> <li>● Trills, Accents, Tenuto, staccato, marcato, slurs</li> </ul> </li> <li>- balance</li> <li>- blend</li> <li>- note accuracy</li> <li>- accidentals</li> <li>- chromatic</li> </ul>	<p>2 Pass-offs on assigned select pieces</p> <p>Clap and count the syncopated exercises</p> <p>Self assess individual and group musical Instructional Procedures</p>	<ol style="list-style-type: none"> <li>1. <u>Standard of Excellence Book 2</u>, instrument history, fingering chart</li> <li>2. <u>Tone and Technique development through Chorales and Etudes</u></li> <li>3. Assorted Concert Band Music</li> </ol>



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		<p>B. Play in 4/4 time signature C. Play in cut time (2/2) D. Play with a rock beat E. Play in F major F. Play chromatic notes G. Dynamics H. Symbols</p> <ul style="list-style-type: none"><li>● fermata</li><li>● sfz</li><li>● rit</li><li>● crescendo</li></ul>		
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May

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
<p>How can my students improve their listening and technical Instructional Procedures?</p> <p>What do my students need to know to prepare for more difficult literature?</p> <p>What makes a quality performance?</p>	<p>A. Daily rehearsal including:</p> <ul style="list-style-type: none"> <li>- Breathing</li> <li>- Warm-Up</li> <li>- Chorales</li> <li>- Long tone studies</li> <li>- Rhythm studies</li> <li>- Band music for sight reading</li> </ul> <p>Review all previously learned Instructional Procedures, scales.</p> <p>Start new music for Memorial Day Parade, Graduation</p>	<p>A. Perform warm-up:</p> <ul style="list-style-type: none"> <li>- tone               <ul style="list-style-type: none"> <li>● drone</li> <li>● sustain chords</li> </ul> </li> <li>- tuning</li> <li>- rhythm               <ul style="list-style-type: none"> <li>● tied notes</li> <li>● syncopation triplets (percussion)</li> <li>● clave beat</li> </ul> </li> <li>- articulation               <ul style="list-style-type: none"> <li>● trills</li> <li>● accents</li> <li>● tenuto</li> <li>● staccato</li> <li>● marcato</li> <li>● slurs</li> </ul> </li> <li>- balance</li> <li>- blend</li> </ul>	<p>Perform at Spring Concert</p> <p>6 Flags Competition</p> <p>Teen Arts Competition</p> <p>2 Pass-offs on assigned select pieces</p> <p>Clap and count the syncopated exercises</p> <p>Self assess individual and group musical</p> <p>Instructional Procedures</p>	<ol style="list-style-type: none"> <li>1. <u>Standard of Excellence Book 2</u>, instrument history, fingering chart</li> <li>2. <u>Tone and Technique development through Chorales and Etudes</u></li> <li>3. Assorted Concert Band Music</li> </ol> <p>Memorial Day Parade Music</p>



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		<ul style="list-style-type: none"><li>- note accuracy</li><li>- accidentals</li><li>- chromatic</li><li>B. Play in 4/4 time signature</li><li>C. Play in cut time (2/2)</li><li>D. Play with a rock beat</li><li>E. Play in F major</li><li>F. Play chromatic notes</li><li>G. Dynamics</li><li>H. Symbols<ul style="list-style-type: none"><li>● fermata</li><li>● sfz</li><li>● rit</li><li>● crescendo</li></ul></li></ul>		
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### June

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
<p>How can my students improve their listening and technical Instructional Procedures? What do my students need to know to prepare for more difficult literature? What makes a quality performance?</p>	<p>A. Daily rehearsal including:            - Breathing            - Warm-Up            - Chorales            - Long tone studies            - Rhythm studies            - Band music for sight reading</p> <p>Graduation music</p> <p>Review all previously learned Instructional Procedures, scales.</p>	<p>A. Perform warm-up:            - tone            - tuning            - rhythm</p> <ul style="list-style-type: none"> <li>● tied notes</li> <li>● syncopation triplets (percussion)</li> <li>● clave beat</li> </ul> <p>- articulation</p> <ul style="list-style-type: none"> <li>● trills</li> <li>● accents</li> <li>● tenuto</li> <li>● staccato</li> <li>● marcato</li> <li>● slurs</li> </ul> <p>- balance            - blend</p>	<p>Teacher designed performance tests            Perform at 8th grade promotion            Perform at HS graduation            Self assess individual and group musical Instructional Procedures</p>	<p><u>Standard of Excellence Book 2</u>, instrument history, fingering chart  <u>Tone and Technique development through Chorales and Etudes</u>            Assorted Concert Band Music</p> <p>Graduation Music</p>



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		<ul style="list-style-type: none"><li>- note accuracy</li><li>- accidentals</li><li>- chromatic</li><li>B. Play in 4/4 time signature</li><li>C. Play in cut time (2/2)</li><li>D. Play with a rock beat</li><li>E. Play in F major</li><li>F. Play chromatic notes</li><li>G. Dynamics</li><li>H. Symbols</li></ul> <ul style="list-style-type: none"><li>● fermata</li><li>● sfz</li><li>● rit</li><li>● crescendo</li></ul>		
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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.

#### **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/](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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<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"><li>● Speak and display terminology and movement</li><li>● Teacher modeling</li><li>● Peer modeling</li><li>● Develop and post routines</li><li>● Label classroom materials</li><li>● Word walls</li><li>● Check for understanding of directions</li><li>● Use posters with directions written in pictures in all languages</li><li>● Seat students close to the teacher.</li></ul>	<ul style="list-style-type: none"><li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li><li>● Work with paraprofessional</li><li>● Work with a partner</li><li>● Provide concrete examples and relate all new assignments to previously learned tasks</li><li>● Solidify and refine concepts through repetition.</li><li>● Provide extended time.</li><li>● Repeat directions</li><li>● Check for understanding of</li></ul>	<ul style="list-style-type: none"><li>● Using visual demonstrations, illustrations</li><li>● Give directions/instructions verbally and in simple written format.</li><li>● Peer Support</li><li>● Increase one on one time</li><li>● Teachers may modify instructions by modeling what the student is expected to do</li><li>● Instructions may be printed out in large print and hand</li></ul>	<ul style="list-style-type: none"><li>● Curriculum compacting</li><li>● Inquiry-based instruction</li><li>● Higher order thinking skills</li><li>● Adjusting the pace of lessons</li><li>● Interest based content</li><li>● Real world scenarios</li><li>● Student Driven Instruction</li><li>● Room for Artistic Choices</li><li>● Elevated Technique Complexity</li><li>● Additional Projects</li><li>● Adaptation of requirements</li></ul>



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Incorporate visuals: graphic organizers, gestures, props	directions		
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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.

### **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/](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.



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***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"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all languages</li> <li>● Seat students close to the teacher.</li> <li>● Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessionals</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Provide extended time.</li> <li>● Repeat directions</li> <li>● Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Room for Artistic Choices</li> <li>● Elevated Technique Complexity</li> <li>● Additional Projects</li> <li>● Adaptation of requirements</li> </ul>



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		<p>expectations and make adjustments for personal space or other behaviors as needed.</p> <ul style="list-style-type: none"> <li>• Oral prompts can be given.</li> </ul>	
<p><b>Interdisciplinary Connections:</b></p> <p><b>ELA - NJSL/ELA:</b></p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">NJSLSA.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>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.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;">NJSLSA.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><b>Social Studies:</b></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>			



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### **Math:**

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

### **Integration of Technology Standards NJSLS 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.



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