

# BENWAY SCHOOL

Music Curriculum

Grade 8



**Benway School**

**Unit 1**

**Content Area:** Music

**Unit Title:** *Creative Process*

**Grade Level:** 8

**Unit Overview:** In this unit, the students will explore tempo, rhythm, form, melody, harmony, and chord progressions.

**Recommended Pacing:** 6-8 weeks (September-October)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Explain how tempo is employed in popular American music.	<b>1.1.8.B.1 and 1.1.8.B.2</b>
Identify and demonstrate specific rhythms utilized in American popular dance music.	<b>1.1.8.B.1 and 1.1.8.B.2</b>
Identify specific compositional forms in various styles of music (e.g., ABA, Rondo, Theme and Variations).	<b>1.1.8.B.1</b>
Describe how melody, harmony, and the ABA/CHORUS-VERSE form evolved through each style of Jazz (e.g., Swing, Be-Bop, Afro Cuban, Latin, Avant-Garde etc.).	<b>1.1.8.B.1 and 1.1.8.B.2</b>
Describe, identify and demonstrate how simple chord progressions are utilized in various styles of music.	<b>1.1.8.B.1</b>
Describe the compositional elements utilized serial music.	<b>1.1.8.B.1</b>
Analyze how harmony evolved from the late Romantic Period (e.g., Strauss, Mahler) to the Second Viennese School (the group of <u>composers</u> comprised Arnold Schoenberg and his pupils) to early 20th century music (e.g., Stravinsky).	<b>1.1.8.B.1</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Analyze the application of the <u>elements of music</u> in diverse Western and non-Western musical works from different <u>historical eras</u> using active listening and by reading and interpreting written scores.	<b>1.1.8.B.1</b>
Compare and contrast the use of structural forms and the manipulation of the <u>elements of music</u> in diverse styles and genres of musical compositions.	<b>1.1.8.B.2</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.	<b>8.2.8.B.5</b>
Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.	<b>8.2.8.C.3</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>

<p align="center"><b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i></p>	<p align="center"><b>Indicator</b></p>
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.1.8.A.3
Relate how the demand for certain skills determines an individual’s earning power.	9.1.8.A.5
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	9.1.8.E.6
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
<p align="center"><b>Career Ready Practices</b></p>	<p align="center"><b>Indicator</b></p>
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
<p align="center"><b>Key Vocabulary Words</b></p>	
Chord progressions, compositional elements, harmony, melody, rhythm, tempo	
<p align="center"><b>Evidence of Learning</b></p>	
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● The teacher will play a selection of American Popular Music. Describe how tempo is employed and rhythm is utilized.</li> <li>● <u>PARCC Rubrics</u></li> </ul> <p><b>Additional Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Classroom discussion</li> <li>● Individual conferencing</li> <li>● Participation in general classroom assignments</li> <li>● Teacher observations</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Whole class and small group discussions</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● Smartboard</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.commonsensemedia.org/music-lists">https://www.commonsensemedia.org/music-lists</a></li> <li>● <a href="http://artsalive.ca/en/mus/musicresources/">http://artsalive.ca/en/mus/musicresources/</a></li> </ul>	
<p align="center"><b>Modifications &amp; Accommodations:</b></p>	

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> </ul>

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed

- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

<ul style="list-style-type: none"><li>● Restate, reread, and clarify directions/questions</li><li>● Distribute study guide for classroom tests</li><li>● Establish procedures for accommodations/modifications for assessments</li></ul>	
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**Benway School**

**Unit 2**

**Content Area:** Music

**Unit Title:** *Performing*

**Grade Level:** 8

**Unit Overview:** In this unit, the students will participate in various performances.

**Recommended Pacing:** 6-8 weeks (October-December)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Perform a folk song in a variety of styles, employing the appropriate stylistic considerations of each style (e.g., Swing, Latin, Rock & Roll, etc.).	<b>1.3.8.B.2, 1.3.8.A.2, 1.3.8.A.3</b>
Perform a 20th century instrumental or vocal music composition that incorporates avant-garde notation techniques.	<b>1.3.8.B.1</b>
Perform an improvised solo using the blues scale over a twelve-bar blues progression.	<b>1.3.8.B.4</b>
Perform a music composition from complex notation that expresses moods or emotions considered negative.	<b>1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.1.8.C.2, 1.1.8.C.3, 1.3.8.A.1</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation	<b>1.3.8.B.1</b>
Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	<b>1.3.8.B.2</b>
Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.	<b>1.3.8.B.3</b>
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.	<b>1.3.8.B.4</b>
Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.	<b>1.1.8.C.2</b>
Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.	<b>1.1.8.C.3</b>
Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.	<b>1.3.8.A.1</b>
Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.	<b>1.3.8.A.2</b>
Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.	<b>1.3.8.A.3</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>

Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.	<b>8.2.8.B.5</b>
Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.	<b>8.2.8.C.3</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	<b>9.1.8.A.2</b>
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	<b>9.1.8.A.3</b>
Relate how the demand for certain skills determines an individual’s earning power.	<b>9.1.8.A.5</b>
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	<b>9.1.8.E.6</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Blues progression, blues, emotion, folk song, Latin, mood, notation, rock & roll, scale, swing	
<b>Evidence of Learning</b>	
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Teachers will assess standards 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4, 1.3.8.C.2, 1.3.8.C.3, 1.3.8.A.1, 1.3.8.A.2, &amp; 1.3.8.A.3 in an individual performance.</li> <li><a href="#"><u>PARCC Rubrics</u></a></li> </ul> <p><b>Additional Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>Classroom discussion</li> <li>Individual conferencing</li> </ul>	



<ul style="list-style-type: none"> <li>● Participation in general classroom assignments</li> <li>● Teacher observations</li> </ul>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Whole class and small group discussions</li> </ul>	
<b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>● Smartboard</li> </ul>	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● <a href="https://www.commonsensemedia.org/music-lists">https://www.commonsensemedia.org/music-lists</a></li> <li>● <a href="http://artsalive.ca/en/mus/musicresources/">http://artsalive.ca/en/mus/musicresources/</a></li> </ul>	
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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
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<b>Benway School</b>	
<b>Unit 3</b>	
<b>Content Area:</b> Music	
<b>Unit Title:</b> <i>Performance</i>	
<b>Grade Level:</b> 8	
<b>Unit Overview:</b> In this unit, the students will perform scored and improvised music.	
<b>Recommended Pacing:</b> 6-8 weeks (December-February)	
<b>Student Learning Objectives</b>	<b>NJSLS</b>
Perform improvised melodic ostinatos using the pentatonic scale in an ensemble setting with expressive qualities appropriately aligned with the stylistic characteristics of the genre (e.g., jazz, swing, rock, blues etc.).	<b>1.3.8.B.4</b>
Perform scored and improvised music from a variety of styles or musical genres (independently and in groups) and apply theoretical understanding of expressive and dynamic music qualities expressed in the score in the grand staff.	<b>1.3.8.B.2 and 1.3.8.B.3</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	<b>1.3.8.B.2</b>
Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.	<b>1.3.8.B.3</b>
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.	<b>1.3.8.B.4</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.	<b>8.2.8.B.5</b>
Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.	<b>8.2.8.C.3</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	<b>9.1.8.A.2</b>
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	<b>9.1.8.A.3</b>

Relate how the demand for certain skills determines an individual’s earning power.	<b>9.1.8.A.5</b>
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	<b>9.1.8.E.6</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Blues, composer, ensemble, grand staff, jazz, melody, ostinatos, pentatonic, rock, scale, swing	
<b>Evidence of Learning</b>	
<b>Benchmark Assessment:</b>	
<ul style="list-style-type: none"> <li>● <b>Assessment Task:</b> Consider revising the following Grade 7, Unit 3: Performance Assessment task.</li> <li>● <i>Task 1 (SLOs 3.2, 3.5, &amp; 3.6):</i> Explain how tempo and melody is employed to identify music from various cultures and explain the differences between western and multi-cultural folk music. Compare and contrast musical styles and characteristics of western and multi- cultural music throughout history. Describe the influence of music in a multi-cultural society. <ol style="list-style-type: none"> <li>1. Ensure that students work independently for assignment</li> <li>2. Provide students with: <ul style="list-style-type: none"> <li>○ Paper and pencils</li> <li>○ Access to American Jazz examples (i.e., CDs, mp3, Internet, etc.)</li> <li>○ Access to composer synopsis regarding personal background, compositional form, genre, and major works (hard copy or Internet)</li> <li>○ Defined timeline starting point (Dixieland) and end point (Bebop)</li> <li>○ Access to class notes</li> <li>○ Written copy of end task directions and grading rubric.</li> </ul> </li> <li>3. Make sure students create a format for their American Jazz timeline (hard copy, interactive, etc.).</li> <li>4. Provide time for students to research and develop timeline to reflect historical and cultural significance, composers, major works, form, and genres of American Jazz music.</li> <li>5. Give a mid-point due date for the assignment, where students will hand in rough draft of their timeline.</li> <li>6. Provide feedback on the timeline and a due date for finished timeline to be handed in for grading.</li> <li>7. During the unit, provide students with the following: <ul style="list-style-type: none"> <li>○ Exposure to various piece of American Jazz music that will define the timeline (i.e., Scott Joplin “Ragtime Stride”, Louie Armstrong “St. Louis Blues”, Charlie Park</li> </ul> </li> </ol> </li> </ul>	

“Birdland”, Glenn Miller “String of Pearls”, Duke Ellington “Asphalt Jungle”, Dave Brubeck “Take Five”, etc.)

- An understanding of historical and cultural significance of American Jazz music (i.e., New Orleans Jazz, Chicago Jazz, Kansas City Jazz, New York Jazz, etc.).
- Exposure to different compositional forms and genres used in American Jazz music (i.e., Swing, ragtime, bebop, funk, etc.).
- A review of composers and their major works.
- “We will be using our focus on American popular music to explore music, musical styles and the influence of music on culture. Working independently, you will create a timeline for American music as well as develop a format for your timeline (hard copy, interactive, etc.). You will research and develop a timeline from Ragtime to Bebop reflecting historical and cultural significance, composers, major works, form, and genres of American Jazz music. You will submit a rough draft to instructor before receiving approval to complete the project. I will provide you with a due date for the rough draft and final project. Present your final project to class with explanations and musical examples for each identified period on the timeline.”

Instructors should use the rubric below to assess students on the following items:

- Did students provide accurate timeline for historical and cultural significance of American Jazz?
- Did students provide accurate timeline for identified composers of American Jazz?
- Did students provide accurate timeline for identified works of American Jazz?
- Did students provide accurate timeline for identified compositional forms of American Jazz?
- Did students provide accurate timeline for identified genres of American Jazz?
- *(The use of the rubric may be for group or individual understanding depending on class circumstances)*
- *Task 2 (SLOs 3.1, 3.3, & 3.4):* Perform improvised solos using the blues scale over a twelve-bar blues progression. Individually improvise short musical phrases with voice or instrument in the appropriate genre or style, and with contrasting dynamic elements (e.g., scat singing, call and response, echo). Perform in an ensemble setting improvised melodic ostinatos applying basic theoretical understandings while emphasizing a popular or multi-cultural style.
  1. Provide time for students to rehearse chance composition and perform for the class.
    - “We will be using our focus on American popular music to explore music, musical styles and the influence of music on culture. Working independently, you will create a timeline for American music as well as develop a format for your timeline (hard copy, interactive, etc.). You will research and develop a timeline from Ragtime to Bebop reflecting historical and cultural significance, composers, major works, form, and genres of American Jazz music. You will submit a rough draft to instructor before receiving approval to complete the project. I will provide you with a due date for the rough draft and final project. Present your final project to class with explanations and musical examples for each identified period on the timeline.”

\*See attached Rubric: Unit 3 Scoring Guide

<p><b>Additional Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Classroom discussion</li> <li>● Individual conferencing</li> <li>● Participation in general classroom assignments</li> <li>● Teacher observations</li> </ul>	
<p><b>Learning Activities:</b>  <i>Instructional Focus:</i> Introduction to the elements of American popular music (historical and cultural significance, composers, works, form, and genres).</p> <ul style="list-style-type: none"> <li>● Whole class and small group discussions</li> </ul>	
<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● Smartboard</li> </ul>	
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Composer synopsis</li> <li>● <a href="https://www.commonsensemedia.org/music-lists">https://www.commonsensemedia.org/music-lists</a></li> <li>● <a href="http://artsalive.ca/en/mus/musicresources/">http://artsalive.ca/en/mus/musicresources/</a></li> </ul>	
<p><b>Modifications &amp; Accommodations:</b>  <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i></p>	
<p style="text-align: center;"><b><u>Gifted and Talented</u></b>  <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b>  <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> </ul>

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres

- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests



- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Establish procedures for accommodations/modifications for assessments

**Benway School****Unit 4****Content Area:** Music**Unit Title:** *Aesthetic Responses and Critique Methodologies***Grade Level:** 8**Unit Overview:** In this unit, the students will explore emotional responses to music from a variety of cultures and time periods.**Recommended Pacing:** 6-8 weeks (February-April)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	<b>1.4.8.A.1</b>
Identify music which was originally written for utilitarian purposes and was later used for non-utilitarian, such as movies, commercials.	<b>1.4.8.A.2</b>
Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	<b>1.4.8.A.3</b>
Analyze and discuss the audience reaction to the premier performance of Stravinsky's <i>The Rite of Spring</i> .	<b>1.4.8.A.4</b>
Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	<b>1.4.8.A.5</b>
Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	<b>1.4.8.A.6</b>
Analyze the form, function, craftsmanship and originality of various styles of Jazz (e.g., swing, be-bop, free form).	<b>1.4.8.A.7</b>
Using YouTube, compare the effectiveness of a piece of concert band music being performed by different concert bands.	<b>1.4.8.B.1</b>
Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	<b>1.4.8.B.2, 1.1.8.C.1</b>
Compare and contrast examples of archetypal subject matter in art from diverse cultural contexts and historical eras by writing critical essays. (*Assessment)	<b>1.4.8.B.3</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	<b>1.4.8.A.1</b>
Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	<b>1.4.8.A.2</b>
Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	<b>1.4.8.A.3</b>
Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	<b>1.4.8.A.4</b>
Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	<b>1.4.8.A.5</b>
Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	<b>1.4.8.A.6</b>
Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	<b>1.4.8.A.7</b>

Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.	<b>1.4.8.B.1</b>
Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	<b>1.4.8.B.2</b>
Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	<b>1.4.8.B.3</b>
Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.	<b>1.1.8.C.1</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.	<b>8.2.8.B.5</b>
Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.	<b>8.2.8.C.3</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	<b>9.1.8.A.2</b>
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	<b>9.1.8.A.3</b>
Relate how the demand for certain skills determines an individual's earning power.	<b>9.1.8.A.5</b>
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	<b>9.1.8.E.6</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>

**Key Vocabulary Words**

Archetypal subject matter, concert band, craftsmanship, culture, dance, emotion, form, function, history, metaphor, music, observation, originality, symbolism, theatre, utilitarian/non-utilitarian, visual art

**Evidence of Learning**

**Benchmark Assessment:**

- Compare and contrast examples of archetypal subject matter in art from diverse cultural contexts and historical eras by writing a critical essay.
- PARCC Rubrics

**Additional Suggested Assessments:**

- Classroom discussion
- Individual conferencing
- Participation in general classroom assignments
- Teacher observations

**Learning Activities:**

- Whole class and small group discussions

**Instructional Materials:**

- Smartboard

**Teacher Resources:**

- <https://www.commonsensemedia.org/music-lists>
- <http://artsalive.ca/en/mus/musicresources/>

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

*(content, process, product, and learning environment)*

**Extension Activities:**

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.  
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques

**English Language Learners**

**Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

<ul style="list-style-type: none"> <li>● Provide assessments at a higher-level of thinking</li> </ul>	
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p>

- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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Benway School	
Unit 5	
<b>Content Area:</b> Music	
<b>Unit Title:</b> <i>History of the Arts and Culture</i>	
<b>Grade Level:</b> 8	
<b>Unit Overview:</b> In this unit, students will examine the impacts that technology, history, and culture have on music.	
<b>Recommended Pacing:</b> 6-8 weeks (April-June)	
Student Learning Objectives	NJSLs
Compare and contrast the impact of technology on two listening examples of a student recording presented with and without the application of "autotune".	<b>1.2.8.A.1</b>
Create an original piece of music in the style of <i>Musique Concrète</i> using appropriate digital audio software. Compare and contrast the process and final product to <i>Musique Concrete</i> created in the 1940's to created using today's computer technologies.	<b>1.2.8.A.1</b>
Research, listen, write and discuss major historic and cultural events that influenced and inspired American music in the last 50 years (e.g., Civil Rights Movement, Vietnam War, Moon Landing, etc.).	<b>1.2.8.A.2; 1.2.8.A.3</b>
New Jersey Student Learning Standards	Progress Indicator
Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	<b>1.2.8.A.1</b>
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.	<b>1.2.8.A.2</b>
Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	<b>1.2.8.A.3</b>
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.	<b>8.2.8.B.5</b>
Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.	<b>8.2.8.C.3</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
New Jersey Student Learning Standards 21 <sup>st</sup> Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	<b>9.1.8.A.2</b>
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	<b>9.1.8.A.3</b>
Relate how the demand for certain skills determines an individual’s earning power.	<b>9.1.8.A.5</b>
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	<b>9.1.8.E.6</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	
<b>Indicator</b>	
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Culture, music, fashion, society, sound recording	
<b>Evidence of Learning</b>	
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Discuss how history, culture, and technology have impacted music throughout the years.</li> <li>● <u>PARCC Rubrics</u></li> </ul> <p><b>Additional Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Classroom discussion</li> <li>● Individual conferencing</li> <li>● Participation in general classroom assignments</li> <li>● Teacher observations</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Whole class and small group discussions</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● Smartboard</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.commonsensemedia.org/music-lists">https://www.commonsensemedia.org/music-lists</a></li> <li>● <a href="http://artsalive.ca/en/mus/musicresources/">http://artsalive.ca/en/mus/musicresources/</a></li> </ul>	
<b>Modifications &amp; Accommodations:</b>	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i>	<b><u>English Language Learners</u></b>
<b>Extension Activities:</b>	<b>Modifications:</b>
	<ul style="list-style-type: none"> <li>● Modified assignments</li> </ul>



<ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> </ul>

- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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