

# General Music, Grade 7

## Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

### About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

<b>Lower Cape May Regional School District (General Music/Visual and Performing Arts) Curriculum</b>	
<b>Content Area: Visual and Performing Arts</b>	
<b>Course Title: General Music</b>	<b>Grade level: 7</b>
<b>Unit 1: Elements, Familiarity, and Origins of Music</b>	<b>2-3 class periods (beginning)</b>
<b>Unit 2: Africa</b>	<b>3-4 class periods</b>
<b>Unit 3: Opera</b>	<b>3-4 class periods</b>
<b>Unit 4: World Instruments</b>	<b>1 ½ class periods</b>
<b>Unit 5: Hawaiian Music and the Use of Dance in Storytelling</b>	<b>6 class periods</b>
<b>Unit 6: Partner Research- World Cultures</b>	<b>6-7 class periods</b>
<b>Date Created: August 2019</b>	<b>Board Approved On: 09/26/19</b>

<b>Lower Cape May Regional School District General Music Grade 7/Visual and Performing Arts Curriculum Unit 1 Overview</b>
<b>Content Area: General Music</b>
<b>Unit Title: Elements, Familiarity, and Origins of Music</b>
<b>Target Course/Grade Level: 7</b>

**Unit Summary:**

- Identify and define Elements of music (melody, harmony, rhythm, tone color, form, tempo, dynamics). Utilize elements and various adjectives to describe short examples of music from various places around the world, and use a map to identify possible origins of music.

**Interdisciplinary Connections:**

- World geography, mathematics (for values of notes)

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of musical playlist, world map (physical copy or on chromebook)
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR PRF 4
- New standards: 1.3A.8.Pr4b, 1.3A.8.Pr4d , 1.3.A8.Re7b , 1.3.A.8.Re7c

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects
1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g. playlist, live performance)
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What are the elements of music and how do we use them?</b></li> <li>● <b>How can we respectfully describe unfamiliar music?</b></li> <li>● <b>How familiar are you with specific kinds of music?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>Elements of music and how they are used in various styles from around the world.</b></li> <li>● <b>Using world map and context clues to identify where a piece of music might originate.</b></li> <li>● <b>Creating an environment of respect towards unfamiliar music styles</b></li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● <b>Elements of music and definitions.</b></li> <li>● <b>How to use a world map.</b></li> <li>● <b>How to respectfully describe music that is unfamiliar</b></li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● <b>Identify and define elements of music.</b></li> <li>● <b>Create a list of adjectives to describe musical examples that are mostly unfamiliar</b></li> <li>● <b>Use a world map to identify where various examples originate</b></li> </ul>

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**Lower Cape May Regional School District General Music Grade 7/Visual and Performing Arts Curriculum  
Unit 2 Overview**

**Content Area: General Music**

**Unit Title: Africa**

**Target Course/Grade Level: 7**

**Unit Summary:**

- Identifying and comparing game/playground songs from the USA and Ghana, Africa. How game songs in African culture are important to pop music. Identifying Martin Luther King, Jr. and Nelson Mandela and how music influenced the Civil Rights Mvt (USA) and anti-apartheid movement (South Africa). Key terms: call and response, apartheid, segregation, and improvisation.

**Interdisciplinary Connections:**

- World geography, US history/Civics, current events

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of maps, playlists, YouTube clips (when available)
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR PRF 1,3,7
- New standards: [1.3A.8.Pr4b](#), [1.3A.8.Pr4c](#), [1.3A.8.Re7c](#), [1.3A.8.Cn11a](#), [1.3.A.8.Re8a](#), [1.3A.8.Re9a](#)

<b>Learning Targets</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
1.3.A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate music works or performances
1.3A.8Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>What game songs are popular with young children in the USA?</b></li> <li>● <b>How do game songs here compare with game songs in Ghana, Africa?</b></li> <li>● <b>What is improvisation in a game song?</b></li> <li>● <b>How are game songs utilized in current African music?</b></li> <li>● <b>Who were MLK, Jr. and Nelson Mandela and what were their political movements?</b></li> <li>● <b>How did music affect these movements?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>How game songs are utilized in other cultures.</b></li> <li>● <b>How improvisation is used in various styles of game songs.</b></li> <li>● <b>The importance of music in the Civil Rights Movement and Anti-Apartheid Movement.</b></li> <li>● <b>Who MLK, Jr. and Nelson Mandela were in their respective countries/movements.</b></li> </ul>

<p><b>Unit Objectives:</b>  <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● How to compare/contrast game songs from different cultures .</li> <li>● Key terms: improvise, segregation, apartheid, and call and response.</li> <li>● MLK, Jr. and Nelson Mandela and their respective political movements.</li> <li>● How music affected change in the USA and South Africa</li> </ul>	<p><b>Unit Objectives:</b>  <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast game songs from USA and Ghana (using elements of music and other identifying factors).</li> <li>● Define improvisation, segregation, apartheid, and call and response in terms of African music</li> <li>● Identify MLK, Jr. and Nelson Mandela and their political movements.</li> <li>● Identify songs representative of these movements and their musical aspects.</li> </ul>

<p><b>Lower Cape May Regional School District General Music Grade 7/Visual and Performing Arts Curriculum  Unit 3 Overview</b></p>
<p><b>Content Area: General Music</b></p>
<p><b>Unit Title: Opera</b></p>
<p><b>Target Course/Grade Level: 7</b></p>
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Comparing and contrasting music from a Peking opera (“The Story of White Snake) and Georges Bizet’s “Carmen.” Summarizing each story and listening to a significant piece of music from each opera and comparing various aspects of music: source of sound, tempi, language, dynamics, purpose, audience, and mood.</li> </ul>

**Interdisciplinary Connections:**

- World cultures/geography/literature

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of video (Chinese opera), playlists, Chromebooks
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR PRF 1,3,5,8
- New standards: 1.3A.8.Pr4b, 1.3A.8.Pr4d, 1.3A.8.Re7c, 1.3A.8.Re8a, 1.3A.8.Re9a, 1.3A.8.Cn11a

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8Re8a	Apply appropriate personally developed criteria to evaluate music works or performances
1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

<p>1.3A.8.Cn11a</p>	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p>	
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● Who are the key characters and what are plot lines of each opera story?</li> <li>● How are these opera examples similar and different?</li> <li>● How is music used to tell a story in different cultures?</li> </ul>		<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Music is used to tell stories in various cultures.</li> <li>● Similarities and differences are significant in each musical example.</li> <li>● Plots and styles of stories from each culture.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● “The Story of White Snake” and “Carmen” and major characters.</li> <li>● How to compare/contrast a song from each opera.</li> <li>● How to utilize elements of music to compare musical examples.</li> <li>● How music is used to tell stories in different cultures.</li> </ul>		<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Identify major characters and summarize plot lines of “The Story of White Snake” and “Carmen”.</li> <li>● Identify Georges Bizet and his role in French music</li> <li>● Compare and contrast significant piece of music from each opera.</li> <li>● Use elements of music to make comparisons.</li> </ul>

**Lower Cape May Regional School District General Music Grade 7/Visual and Performing Arts  
Curriculum  
Unit 4 Overview**

**Content Area: General Music**

**Unit Title: World Instruments**

**Target Course/Grade Level: 7**

**Unit Summary:**

- Learning new vocabulary for world instruments: chordophone, aerophone, idiophone, membranophone, corpophone, and ethnomusicologist. Apply definitions to examples of each and reviewing previously learned music to incorporate new terminology.

**Interdisciplinary Connections:**

- Vocabulary, world cultures

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of chromebooks
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR PRF 4
- [New standards: 1.3A.8.Pr4d, 1.3A.8.Cn1 1a](#)

**Learning Targets**

**CPI #**

**Cumulative Progress Indicators (CPI) for Unit**

1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What is an ethnomusicologist?</li> <li>● What are the new terms for world instrument families?</li> <li>● What are examples of instruments for each new term?</li> <li>●</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● How an ethnomusicologist studies other cultures' music.</li> <li>● How the student becomes an ethnomusicologist</li> <li>● Including world instruments into traditional musical terminology.</li> <li>● Discovering examples of world instruments that are previously known/unknown.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Definition of ethnomusicologist, chordophone, aerophone, idiophone, membranophone, corpophone</li> <li>● Examples of instruments in each term.</li> <li>● How to identify instruments into new categories.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Apply new terminology to world instruments.</li> <li>● Define new instrument categories and identify instruments in each</li> <li>● Define ethnomusicologist and how it applies to the 7<sup>th</sup> grade music student.</li> </ul>

**Lower Cape May Regional School District General Music Grade 7/Visual and Performing Arts Curriculum  
Unit 5 Overview**

**Content Area: General Music****Unit Title: Hawaii and Use of Dance in Storytelling****Target Course/Grade Level: 7****Unit Summary:**

- Aspects and brief history of Hawaiian culture and music. Presentation of important sites in Hawaii and their significance accompanied by video presentation of “Hawaiian Heritage.” Dance in Hawaii is used to tell stories, which connects to Leonard Bernstein’s “West Side Story.” Bernstein composed the music for this story with young people in mind, using jazz and Latin rhythms. Students will watch “West Side Story” and respond to comprehension questions, then aurally identify the “Symphonic Dances” to match the music to the section of the story.

**Interdisciplinary Connections:**

- World cultures/Geography/US history

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of Google Classroom for assignments
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR. PRF 1,3
- New standards: 1.3A.8.Pr4d, 1.3A.8.Re7c, 1.3A.8.Re9a, 1.3A.8.Cn11a

<b>Learning Targets</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>● How did native Hawaiians tell stories using dance?</li> <li>● What are some significant sites in Hawaii related to broader US history (i.e. Pearl Harbor, Iolani Palace)?</li> <li>● How does Leonard Bernstein use dance rhythms to enhance “West Side Story”?</li> <li>● How do the “Symphonic Dances” tell the story without any characters present?</li> <li>●</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Identify how Hawaiians used dance (hula) to tell stories.</li> <li>● Use correct terminology for Hawaiian culture.</li> <li>● Identify significant places in Hawaiian and US heritage/history.</li> <li>● Identify L. Bernstein as an important American composer</li> <li>● Identify “Symphonic Dances” aurally.</li> </ul>
<b>Unit Objectives:</b> <i>Students will know....</i>	<b>Unit Objectives:</b> <i>Students will be able to.....</i>

<ul style="list-style-type: none"> <li>● <b>How Hawaiians used dance to tell stories.</b></li> <li>● <b>Significant sites in Hawaii that pertain to Hawaiian and general US history.</b></li> <li>● <b>Key plot aspects of “West Side Story”.</b></li> <li>● <b>Leonard Bernstein as a composer.</b></li> <li>● <b>“Symphonic Dances” as they pertain to the overall story of “West Side Story.”</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Identify key terms for Hawaiian dance and heritage.</b></li> <li>● <b>Identify L. Bernstein- American composer</b></li> <li>● <b>Identify key plot points in “West Side Story”.</b></li> <li>● <b>Aurally identify “Symphonic Dances” and their plot point.</b></li> </ul>
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**Lower Cape May Regional School District General Music Grade 7/Visual and Performing Arts Curriculum  
Unit 6 Overview**

**Content Area: General Music**

**Unit Title: Partner Research World Culture**

**Target Course/Grade Level: 7**

**Unit Summary:**

- Students will work with a partner or in a group of three to research a country of their choice (from a list) and identify significant composers/performers, native instruments, dance styles, foods, tourist attractions, and major landmarks/physical features. Students are utilizing their chromebooks as well as media center resources to complete this project and create a slide show to be shared with the class.

**Interdisciplinary Connections:**

- World cultures/geography/language arts

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of Google Classroom, chromebook and media center resources
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR PRF 6
- [New standards: 1.3A.8.Re7c, 1.3A.8.Cn11a](#)

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

**Unit Enduring Questions:**

- **Who are significant musicians/performers from my country?**
- **What are significant dance styles of my country?**
- **What would I do if I were a tourist going to my country?**
- **What are some important traditions in my country?**

**Unit Enduring Understandings:**

- **What musicians/composers/performers are important to my country.**
- **How is music utilized in my country (social, work, pleasure).**
- **What sites and landmarks are important to my country and possibly in a world-view.**
- **Importance of traditions in my country.**

<p><b>Unit Objectives:</b>  <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● How to utilize technology to answer research questions.</li> <li>● How to create a creative and interesting slide show about chosen country</li> <li>● Important facts and anecdotes where needed about chosen country/musicians/culture.</li> </ul>	<p><b>Unit Objectives:</b>  <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Use various forms of technology to research musician and create a slide show about chosen country.</li> <li>● Identify important musicians, landmarks, tourist attractions, and foods of chosen country</li> <li>● Appropriately present chosen country in a slide show.</li> </ul>

<p><b>Lower Cape May Regional School District General Music Grade 7/Visual and Performing Arts Curriculum Evidence of Learning</b></p>
<p><b>Specific Formative Assessments Utilized in Daily Lessons:</b></p> <ul style="list-style-type: none"> <li>● World Music Passport, video responses, quizzes, listening activities, class discussion</li> <li>● Kahoot</li> </ul>
<p><b>Summative Assessment Utilized throughout Units: N/A for this class</b></p> <ul style="list-style-type: none"> <li>● QBA's</li> </ul>
<p><b>Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● Teacher tutoring</li> </ul>

- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:  
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

**Project-based Learning Tasks:**

- Familiarity/Origins (listening/partner activity); *Symphonic Dances* (partner activity); World Music Olympics (partner Google slide project)

**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- <https://www.cia.gov/library/publications/the-world-factbook/index.html>
- <https://www.worldatlas.com/>

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Google Classroom, Kahoot

**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:
- *Music! Its Role and Importance in Our Lives/accompanying CDs*
- *Chinese Opera- dvd*
- *West Side Story- dvd*
- Playlists on teacher iPod for lessons

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies (add to list as needed)**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the

	beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers

	would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or

	process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)</b>	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

**Curriculum development Resources/Instructional Materials:**

List or Link Ancillary Resources and Curriculum Materials Here:

- *Music! Its Role and Importance in Our Lives.*
- Accompanying CDs for text/lessons
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**Board of Education Approved Text(s)**

Music! Its Role and Importance in Our Lives