

General Music, Grade 8

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 21st century skills, integration of technology, and integration of 21st 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.

Lower Cape May Regional School District General Music Grade 8/Visual and Performing Arts Curriculum

Content Area: Visual and Performing Arts

Course Title: General Music

Grade level: 8

Unit 1: Elements of Music, Silence Vs. Sound

2-3 class periods

Unit 2: Patriotism in American Music

2 class periods

Unit 3: Jazz, Spirituals and Blues

7 class periods

Unit 4: Rock and Roll, Copyrights in Music

4 class periods

Unit 5: Individual Musician Research

6-7 class periods

Date Created: August 3, 2022

Board Approved On:

**Lower Cape May Regional School District General Music Grade 8/Visual and Performing Arts Curriculum
Unit 1 Overview**

Content Area: General Music

Unit Title: Elements of Music, Silence Vs. Sound

Target Course/Grade Level: 8

Unit Summary:

- Students will identify and define (or review) the Elements of Music: melody, harmony, rhythm, tone color, form, tempo and dynamics. Students will identify American composer John Cage and his signature piece 4'33" and how silence is used as music. Students will create their own working

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definition of silence and how it applies to the sounds around us. A "performance" of 4'33" will be held and students will determine how silence affects or does not affect music. Viewing of "Stomp Out Loud," where musicians make music with non-traditional instruments and how this compares to John Cage's definition of music/sound.

Interdisciplinary Connections:

- Mathematics (values of notes in elements of music/rhythm and tempo), American history (John Cage [1912-1992] primary composition era 1960s).

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/> ● Technology in the form of Google Classroom assignment/daily question, and video performance of “Stomp Out Loud”
- 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. Pathways 9.3.12.AR-PRF.1, 3, and 7
- Standards: 1.3A.8.Pr4b; 1.3A.8.Pr4d;1.3A.8.Re7c; 1.3A.8.Re8a; 1.3A.8.Cn11a

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
1.3A.8.Pr4b	Compare the structure and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
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.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What are the elements of music and how do we use them? ● Who was John Cage and what is his signature “piece”? ● What is your definition of silence? Is there any such thing as complete silence? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Elements of music and how they apply to all types of music ● John Cage and his view of what music actually is. ● How silence applies to music and our everyday lives.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The 7 elements of music and their definitions. ● Who John Cage is and his 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Define the elements of music. ● Identify John Cage as an American composer.

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<p>contribution to our understanding of music.</p> <ul style="list-style-type: none"> ● How to apply the elements of music to any piece of music. ● How the performers of “Stomp Out Loud” use the elements of music. 	<ul style="list-style-type: none"> ● Explain silence in terms of music and our everyday world. ● Critique “Stomp out Loud” and its use of the elements of music.
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**Lower Cape May Regional School District General Music Grade 8/Visual and Performing Arts Curriculum
Unit 2 Overview**

Content Area: Visual and Performing Arts

Unit Title: Patriotism in American Music

Target Course/Grade Level: General Music/Grade 8

Unit Summary:

- Students will define patriotism and how it is expressed in the USA and throughout the world. Our national anthem will be discussed in terms of lyrics, and students will compare and contrast 2 arrangements of “The Star-Spangled Banner.” Listening Journals will be introduced with writing prompts based on 3 pieces/composers the students are asked to listen to. Historical context will be discussed. This unit directly leads into the Jazz, Spirituals and Blues unit.

Interdisciplinary Connections:

- Civics and American history/geography.

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilized in the form of recordings and Google Classroom, when applicable.

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- 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 1,3,4
- Standards: 1.3A.8.Pr4b;1.3A.8.Pr6b; 1.3A.8.Re7c; 1.3A.8.Cn11a

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
1.3A.8.Pr4b	Compare the structure and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g. stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context and style
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: <ul style="list-style-type: none"> ● What is patriotism and how can people show it? ● How are the 2 arrangements of the anthem different and why? ● Who was Jimi Hendrix and what was his context of the anthem? ● Who is John Williams (Listening 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Definition of patriotism in the USA and around the world. ● Ways to show patriotism. ● Verse 1 of “The Star-Spangled Banner” and its context. ● How to complete listening journals with various musical genres.

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<p>Journal 1) and what does his music represent?</p> <ul style="list-style-type: none"> ● Who was John Philip Sousa (LJ 2) and where would his music have been heard? ● Who was Scott Joplin (LJ3) and what style of music did his music lead to? 	
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<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Definition of patriotism. ● Verse 1 of “The Star-Spangled Banner” and its context as a poem and later a song. ● The difference between an written piece of music and an improvised one. ● The different styles of music represented in the first 3 Listening Journal exercises (modern patriotic, march, and ragtime). 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Define patriotism and ways to show it ● Complete comparison of 2 arrangements of the national anthem. <ul style="list-style-type: none"> ● Understand context of Jimi Hendrix’s version of “SSB” in the Vietnam War/Woodstock ● Complete 3 Listening Journals in various genres.
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<p>Lower Cape May Regional School District General Music Grade 8/Visual and Performing Arts Curriculum Unit 3 Overview</p>
<p>Content Area: General Music</p>
<p>Unit Title: Jazz, Spirituals, and Blues</p>
<p>Target Course/Grade Level: 8</p>

Unit Summary:

- Students will complete an outline of 5 important jazz musicians and their specific styles of jazz. They will complete 2 listening journals and watch a portion of Ken Burns’s documentary *Jazz*. After completing assignments about jazz, students will then explore African-American spirituals from their roots in pre-slavery Africa to their significance to the Underground Railroad. Students complete 2 listening journals and will compose their own spiritual. After completing assignments on spirituals, students will then move to the 12-Bar Blues, which have their direct roots in spirituals; students will learn form, patterns of lyrics, play the blues on pitched percussion tubes, and compose their own blues verses (3, in a specific pattern). These 3 styles lead directly to the beginnings of rock and roll, which is the next unit.

Interdisciplinary Connections:

- American history, American geography, world geography

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/> ● Technology in the form of recordings of all listening journals, DVD of Ken Burns documentary *Jazz*, Google Classroom, and specific websites for African-American spirituals
- 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 1,3,4,5
- Standards: 1.3A.8.Pr4b; 1.3A.8.Pr4c; 1.3A.8.Pr4d; 1.3A.8.Pr4e; 1.3A.8.Re7c; 1.3A.8.Re8a; 1.3A.8.Cn11a

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
1.3A.8.Pr4b	Compare the structure and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4c	
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.

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1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g. dynamics, tempo, timbre, articulation/style, phrasing)
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.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What style of music preceded jazz? ● Where does jazz have its roots? ● How does jazz influence rock and roll? ● Who were some key musicians in early jazz and what were their contributions? ● How do some musicians take risks that affect their careers, either personally or musically? ● How were spirituals used by slaves to communicate messages? ● What other roles did spirituals have in African-American life? ● How were the 12 – Bar Blues different from spirituals? ● What styles of music were influenced by spirituals and blues? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Context of jazz and its preceding styles (spirituals and 12-bar blues). ● Key musicians in jazz, spirituals and blues. ● Role of spirituals in slavery and the Underground Railroad and local history. ● Role of 12-bar blues after Civil War and its influence on rock and roll.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Key musicians in various styles of jazz. ● Definition of spiritual and its purposes for African-American slaves. ● How to create a spiritual. ● Form of 12-bar blues (lyrics and music). ● Difference between different styles of jazz, spirituals and blues in form of listening journals (5 total). 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Identify various jazz musicians and their representative style of jazz. ● Complete 2 listening journals for jazz styles. ● Define African-American spirituals and their purposes. ● Complete listening journal entry for spirituals and create their own spiritual. ● Identify form of 12-bar blues lyrics and music ● Complete listening journal entry for 12-bar

	blues- 3 verses of an original song.
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Lower Cape May Regional School District General Music Grade 8/Visual and Performing Arts Curriculum Unit 5 Overview
Content Area: General Music
Unit Title: Individual Musician Research
Target Course/Grade Level: 8
Unit Summary: <ul style="list-style-type: none">● Utilizing various forms of technology and print media students choose an American musician from a given list and research his/her life and career in more depth. Students answer research questions and put their findings in a slideshow assigned through the Google Classroom. Students choose a song performed/composed by their musician to play during a class presentation.

Interdisciplinary Connections:

- American history/current events/pop culture.

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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 Chromebook usage, research sites provided by RMT media center, Google Classroom, Youtube (for music played during presentation)
- 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 1,3,4,5
- Standards: 1.3A.8.Pr4d; 1.3A.8.Re7c; 1.3A.8.Cn10a; 1.3A.8.Cn11a

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.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Unit Enduring Questions: <ul style="list-style-type: none"> ● How did my musician's early life affect his/her career? ● What style(s) of music is my musician 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● How my musician influenced others around him/her. ● How my musician's childhood may have

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<ul style="list-style-type: none"> ● What are some awards and recognition that my musician received? 	<ul style="list-style-type: none"> ● Well-known pieces of music performed/composed by my musician.
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Unit Objectives:

Students will know....

- How to utilize technology to answer research questions.
- How to create a creative and interesting slide show about his/her musician.
 - Important facts and anecdotes where needed about his/her musician.
- How his/her musician influenced those around them musically.

Unit Objectives:

Students will be able to.....

- Use various forms of technology to research musician and create a slide show about his/her life and career.
- Identify important events in chosen musician's life and career
- Identify significant pieces of music performed/composed by chosen musician.

Lower Cape May Regional School District General Music Grade 8/Visual and Performing Arts) Curriculum Evidence of Learning

Specific Formative Assessments Utilized in Daily Lessons:

- Listening journals, questions for videos, discussion questions/class discussion, quizzes.

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- Kahoot

Summative Assessment Utilized throughout Units: N/A to this class

- QBA's
- Benchmarks listed or linked here

Modifications for ELL's, Special Education, 504, and Gifted and Talented

- Students:**
- Teacher tutoring
 - Peer tutoring
 - Cooperative Learning Groups
 - Modified Assignments
 - Differentiated Instruction
 - Response to Intervention (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:

- Original spirituals (partner activity), Original Blues song (3 verses), Musician Slide Show

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.



Musician Biographies
<http://www.musicianguide.com/>



Gale - Product Login
<http://find.galegroup.com/gvrl/start.do?prodId=GVRL.heckmusic&userGroupName=cape26007>



Search - Biography
<http://www.biography.com/search>



Biographies of Jazz Musicians
<http://42explore.com/jazz2.htm>



Inductee Explorer | Rock & Roll Hall of Fame
<http://rockhall.com/inductees/alphabetical>



Who's Alive and Who's Dead
<http://www.wa-wd.com/>

Class comments



Add class comment...

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: Ken Burns Jazz Series and accompanying CDs
History of Rock and Roll, volume 1
"Stomp Out Loud"
Music! Its Role and Importance in Our Lives text and accompanying CDs
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

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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)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	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.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	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).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	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.
Varied computer programs	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.
Multiple Intelligence or Learning Style options	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.)

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Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	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.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions	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.)
High Prep Strategies (add to list as needed)	
Cubing	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.
Tiered assignment/ product	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.
Independent studies	Students choose a topic of interest that they are curious about and

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	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.
4MAT	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

Jigsaw	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.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	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).
Modified Assessments	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.
Learning contracts or Personal Agendas	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.
Compacting	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

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	group).
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Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	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.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac Toe”	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: <ul style="list-style-type: none"> ● <i>Music! Its Role and Importance in Our Lives</i> 	
Board of Education Approved Text(s)	
Music! Its Role and Importance in Our Lives	