



**Totowa Public Schools**

**Music**

**Grade 8**

**Aligned to NJSLS 2020 Standards**

**Revised and BOE Adopted: 8/31/2022**

**Revised 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
21 <sup>st</sup> Century American Popular Music	18 Weeks	
Emotion in Music	18 Weeks	

<b>Unit Title</b>	21 <sup>st</sup> Century American Popular Music
<b>Unit Duration</b>	18 Weeks
<b>Unit Summary &amp; Rationale</b>	Unit 1 continues the study of American popular music in the 21st Century. The unit will cover major genres, artists, technological advances, and the impact music has had on society over the last 20 years. We will make connections between the social and political climate of the time and how music and popular culture reacted accordingly. The unit will conclude with a playlist project requiring students to research music by fourteen different modern artists from seven different genres popular during the 21st Century.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What were the most popular genres of the last 20 years, and which artists best represented these genres?</li> <li>• What musical characteristics define popular modern genres of music?</li> <li>• What impact did the Internet and social media have on popular culture and music consumption during this time?</li> <li>• How did American popular music evolve in relation to the social and political climate during this time?</li> <li>• What aspects of modern music do you personally connect with?</li> <li>• Can you perform significant repertoire from the 21st Century on an instrument of your choice?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• The emergence and evolution of genres throughout the 21st Century.</li> <li>• Significant artists and works from the last 20 years.</li> <li>• The impact the Internet and social media had on popular culture and music consumption.</li> <li>• How the political and social climate of the time affected popular music.</li> <li>• Identifying personal connections to new music.</li> <li>• How to perform well-known 21st Century repertoire.</li> </ul>
<b>Learning Outcomes</b>	

- SWBAT explain the emergence and evolution of genres throughout the 21 st Century.
- SWBAT explain significant musical characteristics that define modern genres of music.
- SWBAT identify significant artists and works from the last 20 years.
- SWBAT identify and explain the impact the Internet and social media had on popular culture and music consumption.
- SWBAT identify and explain how the political and social climate of the time affected popular music.
- SWBAT explain what aspects of modern music they personally connect with.
- SWBAT perform well-known 21 st Century repertoire.
- Career Exploration – Students will examine the course catalog of local high schools and see how their courses lead to a career of their choice.

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance.
<b>Summative</b>	Tests, Quizzes, Projects, Formal Performances
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	YouTube Interactive SmartBoard Nations Night Video Recording Recorders Percussion Instruments Pianos

	Computers Logic Pro X Garage Band Chrome Music Lab Studio Recording Equipment Musical Scores Musical Recordings <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Visual &amp; Performing Art</b>	
<ul style="list-style-type: none"> <li>• 1.3A.8.Cr1a- Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</li> <li>• 1.3A.8.Cr2a- Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</li> <li>• 1.3A.8.Cr2b- Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</li> <li>• 1.3A.8.Cr3a- Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</li> <li>• 1.3A.8.Cr3b- Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</li> <li>• 1.3A.8.Cn10a- Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</li> <li>• 1.3A.8.Cn11a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li> </ul>	
<b>Visual and Performing Art Practices</b>	

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

#### Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

### NJ: 2016 SLS: English Language Arts

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.  
RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- WHST.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal/academic style, approach, and form.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations**

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

### **Interdisciplinary/21st Century Connections**

#### **Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

<b>Unit Title</b>	Emotion in Music
<b>Unit Duration</b>	18 Weeks
<b>Unit Summary &amp; Rationale</b>	Unit 2 considers the emotional content of music and how music impacts our emotional intelligence. In considering the social and emotional aspects of music, this unit aims to foster student's abilities to understand themselves more deeply and to find music that allows students to process their thoughts during uncertain times. Simultaneously, this unit will consider scientific studies related to the brain's plasticity when listening to, creating, and performing music. The unit will conclude with a Mood Meter Project connecting music to 16 specific emotions ranging in energy level and pleasantness.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What emotions do you often feel when considering different levels of energy and pleasantness?</li> <li>• How do you cope with your every day emotions or when in stressful situations?</li> <li>• How can you use music to process your emotions?</li> <li>• How can you use music to enliven social situations?</li> <li>• How can music help grow your emotional intelligence?</li> <li>• What effect does music have on the brain, our moods, and our bodies according to recent scientific evidence?</li> <li>• Why has music existed for thousands of years and how does it impact society at large?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• How music can assist in growing your emotional intelligence.</li> <li>• How music can help process your own emotions and add to social situations.</li> <li>• The science behind how music changes the brain, our moods, and our bodies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Music's ability to create community and add to society as it has for thousands of years.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• SWBAT identify why emotional intelligence is important to grow as we enter adulthood.</li> <li>• SWBAT explain how music can be used to process unpleasant emotions or add to pleasant emotions.</li> <li>• SWBAT explain the science behind the brain's ability to change when listening to, creating, and performing music.</li> <li>• SWBAT explain music's ability to build community in our society.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Informal Observation Oral Question/Answer Responses Class Discussion Written Class Work Reflections Group Performance Individual Performance
<b>Summative</b>	21st Century Playlist Sway Presentation
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Interactive Smart Board Laptops/computers/internet

	Guitars Percussion Instruments Pianos Computers Logic Pro X Garage Band ProTools Chrome Music Lab Microsoft Office Musical Scores Musical Recordings Studio Recording Equipment <a href="#">Approved Class Resource List</a>
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<b>Content &amp; Interdisciplinary Standards</b>
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<b>NJ 2020 SLS: Visual &amp; Performing Art</b>
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| <ul style="list-style-type: none"> <li>• 1.3A.8.Cr1a , Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</li> <li>• 1.3A.8.Cr2a , Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</li> <li>• 1.3A.8.Cr2b , Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</li> <li>• 1.3A.8.Pr4a , Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.</li> <li>• 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.</li> <li>• 1.3A.8.Pr4c , Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</li> <li>• 1.3A.8.P4d , Identify and explain how cultural and historical context inform performances and result in different musical effects.</li> </ul> |
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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.Pr5a , Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
- 1.3A.8.Pr6a , Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.
- 1.3A.8.Re7a , Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 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., a 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.
- 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.Cn10a , Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
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#### **Interdisciplinary/21st Century Connections**

##### **Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

##### **Social Studies**

- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure

#### **Accommodations & Modifications**

#### **Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs**

##### **Time/General**

- Allow extra time
- Repeat and clarify directions
- Provide breaks in between tasks
- Have student verbalize directions
- Provide timelines/due dates for reports and projects

##### **Processing**

- Provide extra response time
- Have student verbalize steps
- Repeat directions
- Provide small group instruction
- Include partner work

##### **Comprehension**

- Provide reading material on student's level
- Have student underline important points
- Assist student on how to use context clues to identify words/phrases
- Ensure short manageable tasks

<p><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
<p><b>ELL, Enrichment, Gifted &amp; Talented Strategies</b></p>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> <li>• Provide explicit, systematic instruction in vocabulary.</li> <li>• Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.</li> <li>• Expose ELLs to rich language input.</li> <li>• Scaffolding for ELLs language learning.</li> <li>• Encourage continued L1 language development.</li> <li>• Alphabet knowledge</li> </ul>		

- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level

- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations

- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.