

Marking Period	Unit Title	Recommended Instructional Days
1st	Rhythm and Beat	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-VPA within Unit
Rhythm and Beat Students will continue to discover music has a steady beat and continue to identify that the beat can be fast and/or slow tempo. Students will be able to distinguish between rhythm and beat.	1.3.A.5.Cr - Creating <ul style="list-style-type: none"> ● 1.3.A.5.Cr1a: - : Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). ● 1.3.A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. ● 1.3.A.5.Cr2b: Use standard and/or iconic notation and/or recording to document personal rhythmic, melodic and two chord harmonic musical ideas. ● 1.3.A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 	

	<ul style="list-style-type: none">● 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. <p>1.3.A.5.Pr - Performing</p> <ul style="list-style-type: none">● 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.● 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.● 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.● 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.● 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style)● 1.3A.5.Pr5a: Apply teacher-provided and established criteria and	
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	<p>feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <ul style="list-style-type: none">● 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.● 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. <p>1.3.A.5.Re - Responding</p> <ul style="list-style-type: none">● 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.● 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).● 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics,	
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	<p>tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>1.3.A.5.Cn - Connecting</p> <ul style="list-style-type: none"> 1.3.A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a) 1.3.A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a) 	
Artistic Practice:	Performance Expectation/s:	
Creating:	<ul style="list-style-type: none"> Students will be able to create the elements of music that are foundational to basic music literacy. Students will use appropriate terminology when creating/improvising rhythms. 	<p><u>Activity Description:</u></p> <ul style="list-style-type: none"> With teacher guidance, create rhythm patterns at various tempi. Perform and identify the difference between steady beat and unsteady beat.

<p>Connecting:</p>	<ul style="list-style-type: none"> • Responding to rhythms from various examples of styles and genres. 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Creating:</p> <ul style="list-style-type: none"> • Musicians generate creative ideas from a variety of influential sources. • Musicians evaluate and refine their work through creativeness, new ideas and persistence. <p>Performing:</p> <ul style="list-style-type: none"> • Performers select their collection of work by musical interests and personal skills. • Over time, performers evaluate, analyze, and amend their performance. • Audience response to performance is based on how it is presented and connection. <p>Responding:</p> <ul style="list-style-type: none"> • Individuals' selection of musical works is influenced 	<p>Creating:</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Performing:</p> <ul style="list-style-type: none"> • How do performers select their collection of work? • How do musicians improve the quality of their performance? • How do performers create and interpret audience response? • How does the manner in which a performance is presented influence audience response? <p>Responding:</p> <ul style="list-style-type: none"> • How do individuals choose music to experience? How 	

<p>by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context.</p> <ul style="list-style-type: none"> • The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria. <p>Connecting:</p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<p>does understanding the structure and context of music inform a response?</p> <ul style="list-style-type: none"> • How do we perceive the musical creator and performers expressive intent? • How do we judge the quality of musical work and performance? <p>Connecting:</p> <ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 	
<p>Social and Emotional Learning: <i>Competencies</i> (https://selarts.org/)</p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i> (https://selarts.org/)</p>	
<p>Social Awareness:</p> <ul style="list-style-type: none"> • 08.LE.Describe potential causes for emotions. • 09.LE.Recognize similarities and differences between cultures. • 10.LE.Develop skills to participate in conversations 	<p>Self Awareness:</p> <ul style="list-style-type: none"> • 01.LE.Identify situations that produce positive and negative emotions • 03.LE.Identify one’s skills and interests. • 03.LE.Distinguish areas where one needs support 	

<p>where individuals have different points of view.</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> 13.LE.Utilize“active listening” skills. <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> 17.LE. With adult support, understand that there are steps to positive decision making (e.g. stop, calm down, identify the problem, consider alternatives, make a choice, try it out, reflect and evaluate). 18.LE Identify goals, generate alternative responses and evaluate consequences for a range of academic and social situations. 19.LE.Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior 	<p>Self Management:</p> <ul style="list-style-type: none"> 06.LE.Describe the steps in setting and working to achieve a goal. 07.LE.With increasing independence begin to recognize that everyone has personal strengths and those resources could be used to achieve goals.. 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Music Class Participation Rubrics • Oral/Verbal Responses to Teacher Questions/Instruction • Group Projects / Discussions • Self-Assessment/Student Reflection 	<p>Benchmarks:</p> <ul style="list-style-type: none"> • Rough draft of projects • Presentations • Homework • Self assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Written and /or Performance on Quiz and Test
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**Differentiated Student Access to Content:
 Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • Curriculum • Smart Board • Chromebooks • Keyboard • Guitar • Speakers with connection • Various classroom instruments 	<ul style="list-style-type: none"> • Utilize modifications and accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home • Change movement requirements to reduce activity time • Solidify and refine concepts through repetition 	<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Word walls • Label theater and classroom materials • Develop and post routines 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content

Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> • www.boomcards.com
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- www.youtube.com
- Audio recordings
- Visual Aides

**Differentiated Student Access to Content:
 Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Singing • Ranges of Notation • Playing of Instruments • Movement / Dance 	<ul style="list-style-type: none"> • Smaller groups • Peer Tutoring • Lesson outline and vocabulary • Reduction of assignments and performances. 	<ul style="list-style-type: none"> • Flexible grouping • Google Translate when needed • Provide extra time • Vocabulary Translation Cards 	<ul style="list-style-type: none"> • Real world scenarios • Student driven instruction • Problem based learning • Stations or Centers

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<i>Core Ideas:</i>	Brainstorming can create new, innovative ideas.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> • Act as a responsible and contributing community members and employee • Attend to financial well-being • Consider the environmental, social and economic impacts of decisions • Demonstrate creativity and innovation • Utilize critical thinking to make sense of problems and persevere in solving them • Model integrity, ethical leadership and effective management 	

	<ul style="list-style-type: none"> Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively Work productively in teams while using cultural/global competence
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)							
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>

Marking Period	Unit Title	Recommended Instructional Days
2nd	Melody and Vocal Production	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Melody and Vocal Production: Students will perform, as individuals and in groups, using proper head voice, posture, breathing techniques, and vocal techniques to vary dynamic levels. The repertoire of songs has students performing and echoing on pitch to attain an understanding of melodic contour.	1.3.A.5.Cr - Creating <ul style="list-style-type: none"> 1.3.A.5.Cr1a: - : Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3.A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express 	

	<p>intent. Explain connection to purpose and context.</p> <ul style="list-style-type: none">• 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording to document personal rhythmic, melodic and two chord harmonic musical ideas..• 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.• 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. <p>1.3.A.5.Pr - Performing</p> <ul style="list-style-type: none">• 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.• 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.• 1.3A.5.Pr4c: Analyze selected music by reading and	
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	<p>performing using standard notation.</p> <ul style="list-style-type: none">● 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.● 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style)● 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.● 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.● 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style <p>1.3.A.5.Re - Responding</p> <ul style="list-style-type: none">● 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how	
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	<p>selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <ul style="list-style-type: none">● 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).● 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. <p>1.3.A.5.Cn - Connecting</p> <ul style="list-style-type: none">● 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)● 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (This Performance Expectation is embedded in the following	
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<p>Responding:</p> <p>Connecting:</p>	<p>Soprano, Alto, Tenor, Bass in the grand staff.</p> <ul style="list-style-type: none"> • Students will be able to understand that individual voice ranges change with time. • Students will be able to harmonize by using singing ability and tone accuracy. • Students will be able to develop a repertoire of songs. <ul style="list-style-type: none"> • Students will be able to self evaluate as well as obtain feedback from teachers and peers. <ul style="list-style-type: none"> • Students will be able to sing songs from a variety of cultures and genres. 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Creating:</p> <ul style="list-style-type: none"> • Musicians generate creative ideas from a variety of influential sources. • Musicians evaluate and refine their work through creativeness, new ideas and persistence. <p>Performing:</p>	<p>Creating:</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Performing:</p>	

<ul style="list-style-type: none">• Performers select their collection of work by musical interests and personal skills.• Over time, performers evaluate, analyze, and amend their performance.• Audience response to performance is based on how it is presented and connection. <p>Responding:</p> <ul style="list-style-type: none">• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context.• The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria. <p>Connecting:</p> <ul style="list-style-type: none">• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, a	<ul style="list-style-type: none">• How do performers select their collection of work?• How do musicians improve the quality of their performance?• How do performers create and interpret audience response?• How does the manner in which a performance is presented influence audience response? <p>Responding:</p> <ul style="list-style-type: none">• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?• How do we perceive the musical creator and performers expressive intent?• How do we judge the quality of musical work and performance? <p>Connecting:</p> <ul style="list-style-type: none">• How do musicians make meaningful connections to creating, performing, and responding?• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	
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Social and Emotional Learning: <i>Competencies</i> (https://selarts.org/)	Social and Emotional Learning: <i>Sub-Competencies</i> (https://selarts.org/)	
<p>Social Awareness:</p> <ul style="list-style-type: none"> ● 08.LE.Describe potential causes for emotions. ● 09.LE.Recognize similarities and differences between cultures. ● 10.LE.Develop skills to participate in conversations where individuals have different points of view. <p>Relationship Skills</p> <ul style="list-style-type: none"> ● 13.LE.Utilize“active listening” skills. <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> ● 17.LE. With adult support, understand that there are steps to positive decision making (e.g. stop, calm down, identify the problem, consider alternatives, make a choice, try it out, reflect and evaluate). ● 18.LE Identify goals, generate alternative responses and evaluate consequences for a range of 	<p>Self Awareness:</p> <ul style="list-style-type: none"> ● 01.LE.Identify situations that produce positive and negative emotions ● 03.LE.Identify one’s skills and interests. ● 03.LE.Distinguish areas where one needs support <p>Self Management:</p> <ul style="list-style-type: none"> ● 06.LE.Describe the steps in setting and working to achieve a goal. ● 07.LE.With increasing independence begin to recognize that everyone has personal strengths and those resources could be used to achieve goals.. 	

<p>academic and social situations.</p> <ul style="list-style-type: none"> 19.LE.Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior 			
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Music Class Participation Rubrics Oral/Verbal Responses to Teacher Questions/Instruction Group Projects / Discussions Self-Assessment/Student Reflection 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rough draft of projects Presentations Homework Self assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Written and /or Performance of Quiz and Test 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> Curriculum Smart Board Chromebooks Keyboard Guitar Speakers with connection 	<ul style="list-style-type: none"> Utilize modifications and accommodations delineated in the student's IEP Work with paraprofessional Use multi-sensory teaching approaches. Work with a partner 	<ul style="list-style-type: none"> Speak and display terminology and movement Teacher modeling Peer modeling Word walls Label theater and classroom materials 	<ul style="list-style-type: none"> Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content

<ul style="list-style-type: none"> • Various classroom instruments 	<ul style="list-style-type: none"> • Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home • Change movement requirements to reduce activity time • Solidify and refine concepts through repetition 	<ul style="list-style-type: none"> • Develop and post routines 	
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • www.boomcards.com • www.youtube.com • Audio recordings 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Singing • Ranges of Notation • Playing of Instruments • Movement / Dance 	<ul style="list-style-type: none"> • Smaller groups • Peer Tutoring • Lesson outline and vocabulary • Reduction of assignments and performances. 	<ul style="list-style-type: none"> • Flexible grouping • Google Translate when needed • Provide extra time • Vocabulary Translation Cards 	<ul style="list-style-type: none"> • Real world scenarios • Student driven instruction • Problem based learning • Stations or Centers
	Disciplinary Concept:		
	Core Ideas:	Brainstorming can create new, innovative ideas.	

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively Work productively in teams while using cultural/global competence 	

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended Instructional Days
3rd	Vocal Music - Form	Approximately 12 Days (Integrated Throughout the Year)

Artistic Process:	Anchor Standard: General Knowledge & Skills	
<p>Vocal Music - Form:</p> <p>Students will come to understand that music has structure. Students will discover that music is composed of smaller and larger components that can be arranged to create patterns. Students will develop an understanding of how to manipulate patterns to represent musical form.</p>	<p>1.3.A.5.Cr - Creating</p> <ul style="list-style-type: none"> ● 1.3A.5.Cr1a: - : Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). ● 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. ● 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording to document personal rhythmic, melodic and two chord harmonic musical ideas.. ● 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. ● 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</p>

	<p>1.3.A.5.Pr - Performing</p> <ul style="list-style-type: none">● 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.● 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.● 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.● 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.● 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style)● 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.● 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address	
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	<p>challenges and show improvement over time.</p> <ul style="list-style-type: none">● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.● 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style <p>1.3.A.5.Re - Responding</p> <ul style="list-style-type: none">● 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.● 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).● 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. <p>1.3.A.5.Cn - Connecting</p> <ul style="list-style-type: none">● 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and	
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	<p>skills related to personal choices and intent when creating, performing, and responding to music. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)</p> <ul style="list-style-type: none">• 1.3A.5Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)	
Artistic Practice:	Performance Expectation/s:	
Creating: Performing:	<ul style="list-style-type: none">• Students will be able Create musical forms using patterns including Rondo, ABA, AABB, solo/chorus, call/response, theme and variations. • Students will be able to identify traditional musical forms: Rondo, ABA, AABB, solo/chorus, call/response.• Students will be able to use different instruments to perform AB, ABA, verse and	<p><u>Activity Description:</u></p> <ul style="list-style-type: none">• Perform songs using vocal melodies, pitched, and unpitched percussion in rondo, solo/chorus, call and response, AB, and ABA form.• Perform and identify musical forms including echo, call and response, and same/different.• Identify and perform introduction, interlude, and coda.• Identify and perform music through movements (i.e., extended form "Sleigh Ride")• Perform and Identify 1st and 2nd endings

<p>Responding</p> <p>Connecting</p>	<p>refrain.</p> <ul style="list-style-type: none"> • Students will be able to hear and respond to various forms of textures. • Students will be able to identify musical vocabulary • Students will be able to connect with age appropriate identification and discussion in regards to different rhythms • Students will be able to sing and play a variety of forms and textures (eg: unison, ostinato, bordun, and ABA) • Students will be able to list and apply musical elements . 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Creating:</p> <ul style="list-style-type: none"> • Musicians generate creative ideas from a variety of influential sources. • Musicians evaluate and refine their work through creativeness, new ideas and persistence. <p>Performing:</p> <ul style="list-style-type: none"> • Performers select their collection of work by 	<p>Creating:</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Performing:</p> <ul style="list-style-type: none"> • How do performers select their collection of work? 	

<p>musical interests and personal skills.</p> <ul style="list-style-type: none"> • Over time, performers evaluate, analyze, and amend their performance. • Audience response to performance is based on how it is presented and connection. <p>Responding:</p> <ul style="list-style-type: none"> • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context. • The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria. <p>Connecting:</p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • How do performers create and interpret audience response? • How does the manner in which a performance is presented influence audience response <p>Responding:</p> <ul style="list-style-type: none"> • How do individuals choose music to experience? How does understanding the structure and context of music inform a response? • How do we perceive the musical creator and performers expressive intent? • How do we judge the quality of musical work and performance? <p>Connecting:</p> <ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

(https://selarts.org/)	(https://selarts.org/)	
<p>Social Awareness:</p> <ul style="list-style-type: none"> ● 08.LE.Describe potential causes for emotions. ● 09.LE.Recognize similarities and differences between cultures. ● 10.LE.Develop skills to participate in conversations where individuals have different points of view. <p>Relationship Skills</p> <ul style="list-style-type: none"> ● 13.LE.Utilize“active listening” skills. <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> ● 17.LE. With adult support, understand that there are steps to positive decision making (e.g. stop, calm down, identify the problem, consider alternatives, make a choice, try it out, reflect and evaluate). ● 18.LE Identify goals, generate alternative responses and evaluate consequences for a range of academic and social situations. ● 19.LE.Identify social norms (e.g., waiting patiently in line, speaking respectfully 	<p>Self Awareness:</p> <ul style="list-style-type: none"> ● 01.LE.Identify situations that produce positive and negative emotions ● 03.LE.Identify one’s skills and interests. ● 03.LE.Distinguish areas where one needs support <p>Self Management:</p> <ul style="list-style-type: none"> ● 06.LE.Describe the steps in setting and working to achieve a goal. ● 07.LE.With increasing independence begin to recognize that everyone has personal strengths and those resources could be used to achieve goals.. 	

<p>when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior</p>			
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Music Class Participation Rubrics • Oral/Verbal Responses to Teacher Questions/Instruction • Group Projects / Discussions • Self-Assessment/Student Reflection 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • Rough draft of projects • Presentations • Homework • Self assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Written and /or Performance of Quiz and Test 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> • Curriculum • Smart Board • Chromebooks • Keyboard • Guitar • Speakers with connection • Various classroom instruments • Ranges of Notation 	<ul style="list-style-type: none"> • Utilize modifications and accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home 	<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Word walls • Label theater and classroom materials • Develop and post routines 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content

	<ul style="list-style-type: none"> • Change movement requirements to reduce activity time • Solidify and refine concepts through repetition 		
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • www.boomcards.com • www.youtube.com • Audio recordings 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Singing • Ranges of Notation • Playing of Instruments • Movement / Dance 	<ul style="list-style-type: none"> • Smaller groups • Peer Tutoring • Lesson outline and vocabulary • Reduction of assignments and performances. 	<ul style="list-style-type: none"> • Flexible grouping • Google Translate when needed • Provide extra time • Vocabulary Translation Cards 	<ul style="list-style-type: none"> • Real world scenarios • Student driven instruction • Problem based learning • Stations or Centers
NJSLs CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	<i>Core Ideas:</i>	Brainstorming can create new, innovative ideas.	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 	

	Career Readiness, Life Literacies, & Key Skills Practices
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee ● Attend to financial well-being ● Consider the environmental, social and economic impacts of decisions ● Demonstrate creativity and innovation ● Utilize critical thinking to make sense of problems and persevere in solving them ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals ● Use technology to enhance productivity increase collaboration and communicate effectively ● Work productively in teams while using cultural/global competence

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)							
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>

Marking Period	Unit Title	Recommended Instructional Days
4th	Instruments	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Instruments: Students will use classroom instruments with the intention to practice musical skills. Students will	1.3.A.5.Cr - Creating <ul style="list-style-type: none"> ● 1.3.A.5.Cr1a: - : Generate and improvise rhythmic, melodic and harmonic ideas, and 	

<p>be engaged in classroom activities designed to encourage proper playing technique and creativity.</p>	<p>simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <ul style="list-style-type: none">● 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.● 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording to document personal rhythmic, melodic and two chord harmonic musical ideas..● 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.● 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. <p>1.3.A.5.Pr - Performing</p> <ul style="list-style-type: none">● 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest,	
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	<p>knowledge and context as well as the students' technical skill.</p> <ul style="list-style-type: none">● 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.● 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.● 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.● 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style)● 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.● 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	
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	<ul style="list-style-type: none">● 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style <p>1.3.A.5.Re - Responding</p> <ul style="list-style-type: none">● 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.● 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).● 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent. <p>1.3.A.5.Cn - Connecting</p> <ul style="list-style-type: none">● 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. (This Performance Expectation is embedded in the following	
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	<p>Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)</p> <ul style="list-style-type: none">1.3A.5Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a)	
<p>Artistic Practice:</p>	<p>Performance Expectation/s:</p>	
<p>Creating:</p> <p>Performing:</p>	<ul style="list-style-type: none">Students will be able to create rhythm patterns or melodies using instrumentsStudents will be able to perform short pieces of musicStudents will be able to demonstrate the proper way to play an instrument.Students will be able to demonstrate proper care for the instrument.Students will be able to use appropriate labels when describing classroom instrumentsStudents will be able to identify accents, pizzicato, slurs, and phrasing.	<p>Activity Description:</p> <ul style="list-style-type: none">With teacher guidance, create and improvise rhythm patterns and melodies on Orff Instruments with two mallets in the C, D, E, and F pentatonic scale at various tempi.Develop an understanding on how to play instruments.Perform using pitched and unpitched percussion instruments in songs from various cultures, singing games, and holidays.

<p>Responding:</p> <p>Connecting:</p>	<ul style="list-style-type: none"> ● Students will be able to respond to conductors cues ● Students will be able to self and group critique instrumental techniques while performing. <ul style="list-style-type: none"> ● Students will be able to classify orchestra instruments into families (brass, strings, woodwinds, percussion), and by pitch range. ● Students will be able to connect to group discussion on various instruments and melodies. 	
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Creating:</p> <ul style="list-style-type: none"> ● Musicians generate creative ideas from a variety of influential sources. ● Musicians evaluate and refine their work through creativeness, new ideas and persistence. <p>Performing:</p> <ul style="list-style-type: none"> ● Performers select their collection of work by musical interests and personal skills. 	<p>Creating:</p> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? <p>Performing:</p> <ul style="list-style-type: none"> ● How do performers select their collection of work? 	

<ul style="list-style-type: none">• Over time, performers evaluate, analyze, and amend their performance.• Audience response to performance is based on how it is presented and connection. <p>Responding:</p> <ul style="list-style-type: none">• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context.• The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria. <p>Connecting:</p> <ul style="list-style-type: none">• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<ul style="list-style-type: none">• How do musicians improve the quality of their performance?• How do performers create and interpret audience response?• How does the manner in which a performance is presented influence audience response <p>Responding:</p> <ul style="list-style-type: none">• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?• How do we perceive the musical creator and performers expressive intent?• How do we judge the quality of musical work and performance? <p>Connecting:</p> <ul style="list-style-type: none">• How do musicians make meaningful connections to creating, performing, and responding?• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	
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Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<p>Social Awareness:</p> <ul style="list-style-type: none"> ● 08.LE.Describe potential causes for emotions. ● 09.LE.Recognize similarities and differences between cultures. ● 10.LE.Develop skills to participate in conversations where individuals have different points of view. <p>Relationship Skills</p> <ul style="list-style-type: none"> ● 13.LE.Utilize“active listening” skills. <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> ● 17.LE. With adult support, understand that there are steps to positive decision making (e.g. stop, calm down, identify the problem, consider alternatives, make a choice, try it out, reflect and evaluate). ● 18.LE Identify goals, generate alternative responses and evaluate consequences for a range of 	<p>Self Awareness:</p> <ul style="list-style-type: none"> ● 01.LE.Identify situations that produce positive and negative emotions ● 03.LE.Identify one’s skills and interests. ● 03.LE.Distinguish areas where one needs support <p>Self Management:</p> <ul style="list-style-type: none"> ● 06.LE.Describe the steps in setting and working to achieve a goal. ● 07.LE.With increasing independence begin to recognize that everyone has personal strengths and those resources could be used to achieve goals.. 	

<p>academic and social situations.</p> <ul style="list-style-type: none"> 19.LE.Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior 			
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Music Class Participation Rubrics Oral/Verbal Responses to Teacher Questions/Instruction Group Projects / Discussions Self-Assessment/Student Reflection 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Rough draft of projects Presentations Homework Self assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Written and /or Performance of Quiz and Test 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> Curriculum Smart Board Chromebooks Keyboard Guitar Speakers with connection 	<ul style="list-style-type: none"> Utilize modifications and accommodations delineated in the student's IEP Work with paraprofessional Use multi-sensory teaching approaches. Work with a partner 	<ul style="list-style-type: none"> Speak and display terminology and movement Teacher modeling Peer modeling Word walls Label theater and classroom materials 	<ul style="list-style-type: none"> Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content

<ul style="list-style-type: none"> • Various classroom instruments 	<ul style="list-style-type: none"> • Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home • Change movement requirements to reduce activity time • Solidify and refine concepts through repetition 	<ul style="list-style-type: none"> • Develop and post routines 	
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • www.boomcards.com • www.youtube.com • Audio recordings • Visual Aide 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Singing • Ranges of Notation • Playing of Instruments • Movement / Dance 	<ul style="list-style-type: none"> • Smaller groups • Peer Tutoring • Lesson outline and vocabulary • Reduction of assignments and performances. 	<ul style="list-style-type: none"> • Flexible grouping • Google Translate when needed • Provide extra time • Vocabulary Translation Cards 	<ul style="list-style-type: none"> • Real world scenarios • Student driven instruction • Problem based learning • Stations or Centers
	Disciplinary Concept:		
	Core Ideas:	Brainstorming can create new, innovative ideas.	

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively Work productively in teams while using cultural/global competence 	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>