

Marking Period	Unit Title	Recommended Instructional Days
1st	Rhythm and Beat	Approximately 12 Days (Integrated Throughout the Year)
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Rhythm and Beat Students will continue to identify beat and tempo. Students will explore simple and mixed meter, and use standard rhythmic notation for whole note (ta-a-a-a), dotted half note (ta-a-a), half note (ta-a), dotted quarter note (tum), quarter note (ta), eighth note joined (ti-ti) or separate (ti), whole rest (rest rest rest rest), dotted half rest, half rest (rest rest), dotted quarter rest, quarter rest (rest) and eighth rest.	1.3.A.8.Cr - Creating <ul style="list-style-type: none"> ● 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & 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). ● 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. 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to	

	<p>document personal rhythmic phrases, melodic phrases and harmonic sequences.</p> <ul style="list-style-type: none">• 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.• 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. <p>1.3.A.8.Pr - Performing</p> <ul style="list-style-type: none">• 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.• 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how	
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	<p>the elements of music are used in each.</p> <ul style="list-style-type: none">● 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.● 1.3A.8.Pr4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.● 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.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. <p>1.3.A.8.Re - Responding</p>	
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	<ul style="list-style-type: none">● 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.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.● 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. <p>1.3.A.8.Cn - Connecting</p> <ul style="list-style-type: none">● 1.3A.8.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when	
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<p>Responding:</p> <p>Connecting:</p>	<p>meter (2/4, 3/4, 4/4) using Gordon rhythm syllables including whole, half, quarters, eighths, sixteenths, dotted quarter, syncopation, rests.</p> <ul style="list-style-type: none"> • Students will be able to play with appropriate musical expression in a variety of meters • Students will be able to use musical vocabulary. • Students will be able to identify and describe elements of music. • Students will be able to respond to music using different levels and types of music. • Students will be able to use acquired skills to create music. 	
<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>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.	<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 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	
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<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<p>life inform creating, performing, and responding to music?</p>	
<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"> • 09.MS.Demonstrate an understanding of cultural differences. • 10.MS.Demonstrate respect when others share opposing viewpoints in a situation. • 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately. <p>Relationship Skills</p> <ul style="list-style-type: none"> • 14.MS.Understand the benefits of setting limits for themselves and others (boundaries). <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> • 16.MS.Utilize self-advocacy strategies. 	<p>Self Awareness:</p> <ul style="list-style-type: none"> • 01.MS.Continue to effectively identify one’s own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions. • 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). <p>Self Management:</p> <ul style="list-style-type: none"> • 05.MS.Demonstrate the capacity to maintain concentration on a task. • 06.MS.Identify and set a short-term goal and make a plan for achieving it. • 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals. 	

<ul style="list-style-type: none"> 17.MS. Identify and apply the steps of systematic decision-making. 18.MS. With encouragement from adults, can utilize a decision-making model to provide rationale for a decision. 			
<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"> Projects Presentations Homework Self assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Written and /or Performance on Quiz and Test 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<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 	<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"> learned moves or to typical life skills at home 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 Visual Aides 			
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:		
	Core Ideas:	Brainstorming can create new, innovative ideas.	
	Performance Expectation/s:	<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). 	

		<ul style="list-style-type: none"> 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
2nd	Elements of Music	Approximately 12 Days (Integrated Throughout the Year)
<i>Artistic Process:</i>	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit

<p>Elements of Music</p> <p>Students will explore a repertoire of songs and have students perform on pitch to gain a better understanding of melody, harmony, dynamics, tempo, articulation, tonality, texture, timbre and the expressive qualities found in music. Students will also 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.8.Cr - Creating</p> <ul style="list-style-type: none">● 1.3.A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & 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).● 1.3.A.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.● 1.3.A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.● 1.3.A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional	
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	<p>techniques, style and form, and use of sound sources.</p> <ul style="list-style-type: none">● 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. <p>1.3.A.8.Pr - Performing</p> <ul style="list-style-type: none">● 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.● 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.● 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.● 1.3A.8.Pr4d: Identify and explain how cultural and historical context inform	
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	<p>performances and result in different musical effects.</p> <ul style="list-style-type: none">● 1.3.A.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.● 1.3.A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.● 1.3.A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. <p>1.3.A.8.Re - Responding</p> <ul style="list-style-type: none">● 1.3.A.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. 1.3.A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs	
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	<p>of music (e.g., a playlist, live performance).</p> <ul style="list-style-type: none">• 1.3.A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.• 1.3.A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.• 1.3.A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. <p>1.3.A.8.Cn - Connecting</p> <ul style="list-style-type: none">• 1.3.A.8.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: 1.3.A.8.Cr2a, 1.3.A.8.Cr3b, 1.3.A.8.Pr4e, 1.3.A.8.Re7a)• 1.3.A.8.Cn11a: Demonstrate understanding of relationships between music and the other	
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<p>Connecting:</p>	<ul style="list-style-type: none"> • Students will be able to connect forms with different historical eras. • Students will be able to connect to different elements of music ((e.g. harmony, melody, tempo, and tonality) 	<ul style="list-style-type: none"> • Describe the compositional elements utilized in the creation of varied genres of music.
<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>	<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"> • 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 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> (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"> • 09.MS.Demonstrate an understanding of cultural differences. 	<p>Self Awareness:</p> <ul style="list-style-type: none"> • 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing 	

<ul style="list-style-type: none"> 10.MS.Demonstrate respect when others share opposing viewpoints in a situation. 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately. <p>Relationship Skills</p> <ul style="list-style-type: none"> 14.MS.Understand the benefits of setting limits for themselves and others (boundaries). <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> 16.MS.Utilize self-advocacy strategies. 17.MS.Identify and apply the steps of systematic decision-making. 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision. 	<p>awareness of situations and sensations associated with emotions.</p> <ul style="list-style-type: none"> 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). <p>Self Management:</p> <ul style="list-style-type: none"> 05.MS.Demonstrate the capacity to maintain concentration on a task. 06.MS.Identify and set a short-term goal and make a plan for achieving it. 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set 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 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Projects Presentations 	

<ul style="list-style-type: none"> • Group Projects / Discussions • Self-Assessment/Student Reflection 	<ul style="list-style-type: none"> • Homework • Self assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Written and /or Performance of 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 • www.youtube.com • Audio recordings • www.doskids.com
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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:		
	Core Ideas:	Brainstorming can create new, innovative ideas.	
	Performance Expectation/s:	<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 		

	<ul style="list-style-type: none"> • 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
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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
3rd	Composition	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
Composition: Students are given the opportunity to explore the techniques, skills, and abilities acquired in the course to become lifelong music enthusiasts and broaden their perspectives	1.3.A.8.Cr - Creating <ul style="list-style-type: none"> • 1.3.A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive 	

	<p>intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <ul style="list-style-type: none">● 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.● 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.● 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.● 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	
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	<p>release, and balance to convey expressive intent.</p> <p>1.3.A.8.Pr - Performing</p> <ul style="list-style-type: none">● 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.● 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.● 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.● 1.3A.8.Pr4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.● 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	
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	<p>determine when the music is ready to perform.</p> <ul style="list-style-type: none">● 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.● 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. <p>1.3.A.8.Re - Responding</p> <ul style="list-style-type: none">● 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.Re8a: Apply appropriate personally developed criteria to evaluate	
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	<p>musical works or performances.</p> <ul style="list-style-type: none"> 1.3.A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. <p>1.3.A.8.Cn - Connecting</p> <ul style="list-style-type: none"> 1.3.A.8.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: 1.3.A.8.Cr2a, 1.3.A.8.Cr3b, 1.3.A.8.Pr4e, 1.3.A.8.Re7a) 1.3.A.8.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: 1.3.A.8.Cr2a, 1.3.A.8.Cr3b, 1.3.A.8.Pr4e, 1.3.A.8.Re7a) 	
<p>Artistic Practice:</p>	<p>Performance Expectation/s:</p>	

<p>Creating:</p> <p>Performing:</p> <p>Responding</p> <p>Connecting</p>	<ul style="list-style-type: none"> Students will be able to improvise using the various elements of music, text, and/or movement. Students will be able to create an original composition for peers. Students will be able to perform for peers. Students will be able to articulate why certain musical elements were chosen and how they connect to the non-musical inspiration. Students will be able to list and apply skill sets. 	<p><u>Activity Description:</u></p> <ul style="list-style-type: none"> Identify and demonstrate the differences in rhythms and simple chord progressions which are utilized in various styles of American Popular Music. Understanding that each symbol on a sheet of music has meaning, noticing the symbols that explain how fast or slowly a song should be sung. Noticing the symbols that indicate how loudly or softly a piece of music should be played. Understand that common, recognizable musical forms often have characteristics related to specific cultural traditions. Analyze songs with attention to musical elements that help to accurately convey the intended mood or message of the music.
<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? 	<ul style="list-style-type: none"> Identify and demonstrate the differences in rhythms and simple chord progressions which are utilized in various styles of American Popular Music. Describe how musical elements are used to contribute to the evolution of American Popular music. Describe, identify and demonstrate how simple chord progressions are utilized in various styles of music. Describe the compositional elements utilized in the creation of varied genres of music.

<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"> ● 09.MS.Demonstrate an understanding of cultural differences. ● 10.MS.Demonstrate respect when others share opposing viewpoints in a situation. ● 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately. <p>Relationship Skills</p> <ul style="list-style-type: none"> ● 14.MS.Understand the benefits of setting limits for themselves and others (boundaries). <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> ● 16.MS.Utilize self-advocacy strategies. ● 17.MS.Identify and apply the steps of systematic decision-making. ● 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision. 	<p>Self Awareness:</p> <ul style="list-style-type: none"> ● 01.MS.Continue to effectively identify one’s own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions. ● 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). <p>Self Management:</p> <ul style="list-style-type: none"> ● 05.MS.Demonstrate the capacity to maintain concentration on a task. ● 06.MS.Identify and set a short-term goal and make a plan for achieving it. ● 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals. 	

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> • Music Class Participation Rubrics • Oral/Verbal Responses to Teacher Questions/Instruction • Group Projects / Discussions • Self-Assessment/Student Reflection 		Benchmarks: <ul style="list-style-type: none"> • Rough draft of projects • Presentations • Homework • Self assessment Summative Assessments: <ul style="list-style-type: none"> • Written and /or Performance of Quiz and Test 	
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 • 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 • 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			
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 		

	<ul style="list-style-type: none"> • 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
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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
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 be engaged in classroom activities designed to encourage proper playing technique and creativity.	1.3.A.8.Cr - Creating <ul style="list-style-type: none"> • 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to 	

	<p>specific purpose and context (e.g., social, cultural, historical).</p> <ul style="list-style-type: none">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. 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.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.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. <p>1.3.A.8.Pr - Performing</p> <ul style="list-style-type: none">1.3A.8.Pr4a: Apply collaboratively and personally	
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	<p>developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.</p> <ul style="list-style-type: none">● 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.● 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.● 1.3A.8.Pr4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.● 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.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for	
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	<p>venue, purpose, context, and style.</p> <p>1.3.A.8.Re - Responding</p> <ul style="list-style-type: none">● 1.3.A.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.● 1.3.A.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).● 1.3.A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.● 1.3.A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.● 1.3.A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. <p>1.3.A.8.Cn - Connecting</p> <ul style="list-style-type: none">● 1.3.A.8.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing,	
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	<p>and responding to music. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a)</p> <ul style="list-style-type: none"> 1.3A.8Cn11a: 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.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a) 	
Artistic Practice:	Performance Expectation/s:	
<p>Creating:</p> <p>Performing:</p> <p>Responding:</p>	<ul style="list-style-type: none"> Students will be able to create rhythm patterns or melodies using instruments Students 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 sing and play a variety of melodies and harmonies. Students will be able to respond to conductors' cues. 	<p><u>Activity Description:</u></p> <ul style="list-style-type: none"> Develop an understanding on how to play instruments. Identify accents, pizzicato, slurs, phrasing Blending so that one part does not overshadow the others. Perform using pitched and unpitched percussion instruments in songs from various cultures, singing games, and holidays. Identify cultural influences and historical period music.

<p>Connecting:</p>	<ul style="list-style-type: none"> • Students will be able to self and group critique instrumental techniques while performing. • Students will be able to connect to group discussion on various instruments and melodies. • Students will be able to use their skill set to create music. 	
<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>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"> 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. 	<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>	
<p>Social Awareness:</p> <ul style="list-style-type: none"> 09.MS.Demonstrate an understanding of cultural differences. 	<p>Self Awareness:</p> <ul style="list-style-type: none"> 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations 	

<ul style="list-style-type: none"> 10.MS.Demonstrate respect when others share opposing viewpoints in a situation. 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately. <p>Relationship Skills</p> <ul style="list-style-type: none"> 14.MS.Understand the benefits of setting limits for themselves and others (boundaries). <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> 16.MS.Utilize self-advocacy strategies. 17.MS.Identify and apply the steps of systematic decision-making. 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision. 	<p>and sensations associated with emotions.</p> <ul style="list-style-type: none"> 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). <p>Self Management:</p> <ul style="list-style-type: none"> 05.MS.Demonstrate the capacity to maintain concentration on a task. 06.MS.Identify and set a short-term goal and make a plan for achieving it. 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set 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 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Rough draft of projects Presentations 	

<ul style="list-style-type: none"> Oral/Verbal Responses to Teacher Questions/Instruction Group Projects / Discussions Self-Assessment/Student Reflection 		<ul style="list-style-type: none"> 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 	<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
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> www.boomcards.com www.youtube.com Audio recordings 			

<ul style="list-style-type: none"> 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

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>
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