LEBANON BOROUGH SCHOOL DISTRICT

Curriculum Management System

Instrumental Music

Grade 6

Board Approved: December 10, 2020

*** <u>For adoption by all regular education programs
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy #2200</u>.**

LEBANON BOROUGH SCHOOL DISTRICT

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INTRODUCTION

Arts Education in the 21st Century
Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.
The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce ... Those countries that produce the most important new products and services can capture a premium in world market … (2007, National Center on Education and the Economy)

Experience with and knowledge of the arts are essential component**s** of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

Mission: *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*
Vision: An education in the arts fosters a population that:

Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.

Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.
Understands and impacts the increasingly complex technological environment.

Intent and Spirit of the Visual and Performing Arts:
The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 National Standards for Arts Education and National Coalition for Core Arts Standards (NCCAS) National Arts Standards, anticipated for final publication in 2014**.** Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

Define and solve artistic problems with insight, reason, and technical proficiency.
Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

2014 Visual and Performing Arts Standards
In view of the pending publication of the National Coalition of Core Arts Standards (NCCAS) National Arts Standards, anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the 2008 NAEP Arts Education Assessment Framework: creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points. This difference will be reconciled in future iterations of New Jersey's Core Curriculum Content standards in Visual and Performing Arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Currently, Media Arts is a component of New Jersey state theatre and visual arts standards. However, the new NCCAS National Arts Standards have expanded the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form. While every state will examine the licensing/certification issues related to Media Arts standards, we recognize the media arts are being taught by a variety of authorized personnel, and standards serve to improve instruction and clarify student outcomes.

Organization of the Standards
The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.
 Standard 1.1 The Creative Process**:** *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*
 Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

 Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.
 Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

 Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.
Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*
Proficiency Levels and Grade Band Clusters
The grade-band clusters for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:
Preschool: All students should be given broad-based exposure to, and be provided opportunities for exploration in, each of the four arts disciplines. The goal is

that preschool students *attain foundational skills that progress toward [basic](#) [literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5
grade-level arts standards, as developmentally appropriate.

Grades K-2 and 3-5: All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students *attain [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5 grade- level standards for the arts.

Grades 6-8: In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students *demonstrate [competency](#)* in the content knowledge and skills delineated for the selected arts discipline.

Teaching the Standards: Certification and Highly Qualified Arts Educators

The visual and performing arts are considered a "core" subject under the federal *No Child Left Behind Act* (NCLB-2001). Therefore, all visual and performing arts teachers must meet the "Highly Qualified Teachers" standards within their certificated arts discipline(s). State licensure is the initial gatekeeper for highly qualified status.

Education in the Arts: National and State Advocacy:

The [Arts Education Partnership](#) provides research information and other guidance to assist in advocating for arts education at the national, state, and local levels. The Partnership also provides information on government funding at the federal and state levels, including the grant programs of two federal agencies: the U.S. Department of Education and the National Endowment for the Arts.

At the state level, the [New Jersey Arts Education Partnership](#) was established in 2007 as a clearinghouse for information and best practices in arts education, and calls attention to the contribution arts education makes to student achievement. The report, *[Within Our Power: The Progress, Plight, and Promise of Arts Education for Every Child](#)*, is the NJAEPs response to the New Jersey Arts Census Project, the most comprehensive survey ever compiled on the status of arts education in New Jerseys public schools.

A [Glossary](#) of arts terms used in the 2009 visual and performing arts standards was designed to support implementation of the arts standards.

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Unit Design

Each curriculum unit of study is designed within the Understanding by Design (UbD) framework. Each unit cites the New Jersey Core Curriculum Content Standards for Visual and Performing Arts, New Jersey Student Learning Standards for Technology, and New Jersey Student Learning Standards for 21st Century Life and Career. In addition, Enduring Understandings, Essential Questions, Topics and Objectives are specifically outlined. These clearly Indicate what students need to understand, what they will keep considering, what they will know and what they will be able to do. These items provide the framework that teachers must follow in order to ensure that the New Jersey Core Curriculum Content Standards and curriculum objectives are met.

In the assessment column, students will show what that they have achieved the goals of the unit. This section outlines specific assessment and performance tasks that students will engage in to display their level of understanding of unit content. Assessments and performance tasks are written specific to the content taught in each unit. These assessments are varied, including but not limited to, **formative assessments, summative assessments, alternative assessments and benchmark assessments.**

In the 'Activities' column, with key learning events and instruction are outlined. This is considered to be the 'how' of the curriculum. In this section, **exemplary learning activities, integrated accommodations, integrated modifications, interdisciplinary connections, technology integration, 21st century life and career integration** activities are suggested. Depending on the individual needs of the students in each classroom, teachers are expected to differentiate these components as needed. Differentiation of content, process and/or product will be necessary depending upon the strengths and needs of the students in the classroom.

Meeting the Needs of Diverse Learners through Differentiation

Classrooms are dynamic centers that include students of all backgrounds, ability levels, and interests. In order to meet the specific needs and capitalize on the specific strengths of individual students, differentiation is key. Effective instruction must include a teacher's commitment to a high level of differentiation. Modifications are designed to change the learning goal and/or objective. Accommodations change the way a student receives information or is tested without changing the learning goal. Integrated modifications, accommodations and differentiation strategies have been built into each unit at every grade level throughout this curriculum. These are specific to the content studied in each unit and target the following student populations:

1. **Special Education Students**
2. **English Language Learners**
3. **Students At Risk of School Failure**
4. **Gifted and Talented Students**
5. **Students with 504 Plans**

In order to fully meet the needs of students, the implementation of **Response to Intervention** is also necessary. In 2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as "New Jersey Tiered System of Supports (NJTSS)". NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement.

Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs. An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - o amount and nature of student performance data that will be collected and the general education services that will be provided
  - o strategies for increasing the student's rate of learning
  - o parents' right to request an evaluation for special education programs and/or services.

The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to:

1. criteria for determining the levels of intervention to be provided to students
2. types of interventions
3. amount and nature of student performance data to be collected
4. manner and frequency of progress monitoring

1.   Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

**See Appendix A for comprehensive accommodations and modifications for the above student populations and the Response to Intervention Framework.

21st Century Life and Career

One of the goals at Lebanon Borough School is to prepare our students for success as contributing citizens in the 21st Century. New Jersey Student Learning Standards for 21st Century Life and Career are integrated in each unit of study within the grade level bands. In addition, suggested learning activities are outlined to meet the standards selected for the unit.

Interdisciplinary Connections

Many areas of the overall curriculum are taught and reinforced through the performing arts. The study of performing arts reinforces the basic concepts taught in all other subject areas. All teachers have the ability and opportunity to meet with colleagues to discuss and design the ways in which the performing arts can be incorporated throughout the school day. Likewise, performing arts teachers are consistently incorporating content from the other core curriculum content areas. Teachers will meet to plan interdisciplinary lessons, activities, and projects that help students make connections and develop meaningful understandings. The opportunity to meet and plan have to be promoted and assisted by the district administration.

Technology Integration

Technology plays an integral part in the teaching and learning process throughout the Lebanon Borough School Curriculum. Performing Arts classes and integration should, when possible, make use of technology for a variety of reasons:

a.	The technology available through numerous software programs is a media in itself.

b.	The application of technology to creative production is a technique that has come into its own during the twenty-first century.

c.	The performing arts have become a technology-driven discipline.

d.	The Performing Arts are greatly enhanced by technology.

Students utilize technology to access the curriculum, learn new content and apply their knowledge in a variety of ways. New Jersey Student Learning Standards for Technology are integrated in each unit of study, at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit. Lebanon Borough School has a wide range of media and technology available for staff and student use. Each district has made significant strides toward training their staff in terms of integrating technology into all curriculum areas. In addition, each of the districts has plans to continue to expand the technology they have and to extend the training offerings available to staff. Technology plays an important role in the implementation of the Performing Arts curriculum. Within the limits of available equipment and materials, teachers in the various districts will make regular, appropriate use of the available media.

Staff and Program Development

Staff development is an essential element of curriculum design that helps to ensure the implementation of the current curriculum. To keep staff abreast of new developments that may affect future curriculum revisions and adaptations, and to encourage professional growth and spirit. Region-Wide staff meetings are used to discuss the topics and importance of the arts to staff and students. In addition, teachers are encouraged to expand their knowledge within the subject by attending professional development sessions throughout the state. Teachers are also asked to embrace curriculum development as an on-going process. They are to research and present new findings in terms of how students learn.

New ideas emerge in terms of how programs should be organized and what is important for students to study and learn. Materials for teaching continue to evolve. For these reasons it is important that school districts examine new directions and consider ways to modify, adjust and expand current programs. In order to meet the NJSLS, it is necessary for all teachers to embrace the performing arts and continue to incorporate the performing arts in various subject areas.

Instrumental Music Grade 6

I.   Introduction/Overview/Philosophy

The instrumental music program provides the opportunity for students to learn how to play an instrument and perform in an instrumental ensemble. Students learn the fundamentals of music and how to apply them in practice and performance. Instrumental students are required to attend all scheduled band classes, rehearsals, and performances. They also meet for small group lessons that meet one period per week. They progress through beginning, intermediate and advanced lessons based on individual proficiency level. Although beginning in the fourth grade, students may begin instrumental music instruction at any grade level.

This academic and performance-based program meets the needs of all students interested in studying and performing on a musical instrument. It meets The New Jersey Student Learning Standards for Visual and Performing Arts and those of the Lebanon Borough School Board of Education.

II.   Objectives

Course Outline:

A. Elements of Music
    a. Music theory symbols: knowledge of music notation, signs and symbols
    b. Pitch: understanding and hearing different sounds in given musical passages and exercises
    c. Listening: recognition of various pieces of classical music when listening to a recording or live performance
    d. Technique: developing necessary physical and neuro-muscular patterns needed for technical proficiency on instrument

B. Music Theory and Musical Notation
    a. Tempo markings: understanding tempo markings in interpreting the speed in exercises and pieces
    b. Note recognition: knowledge of note values and note names in the individual clefs
    c. Meter: determining proper counting in various time signatures (i.e., 4/4, 3/4, 6/8, 2/2)
    d. Dynamics: knowledge of common markings used in music to show degrees of volume (p = soft, and f = loud)
    e. Fundamental terminology and symbols: recognition of symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.)

C. Tone and Sound Production
    a. Embouchure: developing an understanding of correct embouchure and mouth position
    b. Fingering: mastering correct fingerings to accurately produce various pitches
    c. Unique characteristic sound: developing the proper sound specific to each instrument
    d. Posture:
    e. Developing whole body posture to correctly support the diaphragm and breath control
    f. Correct holding of instrument to produce proper sound
    g. Intonation: developing ability to play in tune individually and as part of an ensemble
    h. Auditory discrimination: distinguishing between pitches in listening or playing exercises
    i. Articulation: developing tonguing and slurring techniques in given exercises or pieces

D. Performance
    a. Individual: playing solo pieces on instrument
    b. Ensemble: properly blending with other musicians in unison or harmony
    c. Large Group: performing appropriate repertoire in beginning, intermediate, or advanced band
    d. Developing ability to follow cues of conductor

E. Repertoire
    a. Scales: understanding basic scale structure and playing scales appropriate to student's level
    b. Exercises: developing rudimental note patterns in various key signatures and meters
    c. Sight reading: observing, analyzing and playing various passages suitable to individual playing levels
    d. Pieces:
        i. Developing a playing list of musical selections appropriate to the individuals' music level
        ii. Reading for rhythm and melody
        iii. Style: performing music from diverse styles and cultures with expression appropriate for the work being performed

F. Rhythm
   a. Beat: experiencing the pulse of a piece through listening and playing
   b. Time Signatures: counting in varied time signatures orally and while playing
   c. Tempo: changing tempo as written in given examples
   d. Patterns & Sequences: distinguishing different patterns and sequences while listening and playing

Student Outcomes:

After successfully completing this course, the student will be able to:

- understand music notation, signs and symbols
- understand pitch and different sounds in given musical passages and exercises
- recognize various pieces of classical music when listening to a recording or live performance
- develop necessary physical and neuro-muscular patterns needed for technical proficiency on instrument
- understand understanding tempo markings in interpreting the speed in exercises and pieces
- comprehend note values and note names in the individual clefs
- determine proper counting in various time signatures (i.e., 4/4, 3/4, 6/8, 2/2)
- understand common markings used in music to show degrees of volume (p = soft, and f = loud)
- recognize of symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.)
- develop an understanding of correct embouchure and mouth position
- master correct fingerings to accurately produce various pitches
- develop the proper sound specific to each instrument
- develop whole body posture to correctly support the diaphragm and breath control
- develop correct holding of instrument to produce proper sound
- develop ability to play in tune individually and as part of an ensemble
- distinguish between pitches in listening or playing exercises
- develop tonguing and slurring techniques in given exercises or pieces
- play solo pieces on instrument
- blend with other musicians in unison or harmony
- perform appropriate repertoire in beginning, intermediate, or advanced band
- develop ability to follow cues of conductor
- understand basic scale structure and playing scales appropriate to student's level
- develop rudimental note patterns in various key signatures and meters
- observe, analyze and play various passages suitable to individual playing levels
- develop a playing list of musical selections appropriate to the individuals' music level
- read for rhythm and melody
- perform music from diverse styles and cultures with expression appropriate for the work being performed
- experience the pulse of a piece through listening and playing
- count in varied time signatures orally and while playing
- change tempo as written in given examples
- distinguish different patterns and sequences while listening and playing

*STANDARD 1.1: THE CREATIVE PROCESS: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE
ELEMENTS AND PRINCIPLES THAT GOVERN THE CREATION OF WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL
ART.*

Strand B. Music

1.1.8.B.1   - Analyze the application of the elements of music in diverse Western and non-Western musical
works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2   - Compare and contrast the use of structural forms and the manipulation of the elements of
music in diverse styles and genres of musical compositions.

*STANDARD 1.2: HISTORY OF THE ARTS AND CULTURE: ALL STUDENTS WILL UNDERSTAND THE ROLE,
DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.*

Strand A. History of the Arts and Culture

1.2.8.A.1   - Map historical innovations in dance, music, theatre, and visual art that were caused by the
creation of new technologies.

1.2.8.A.2   - Differentiate past and contemporary works of dance, music, theatre, and visual art that
represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3   - Analyze the social, historical, and political impact of artists on culture and the impact of
culture on the arts.

*STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND
TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE,
MUSIC, THEATRE, AND VISUAL ART.*

Strand B. Music

1.3.8.B.1   - Perform instrumental or vocal compositions using complex standard and non-standard Western,
non- Western, and avant-garde notation.

1.3.8.B.2   - Perform independently and in groups with expressive qualities appropriately aligned with the
stylistic characteristics of the genre.

1.3.8.B.3   - Apply theoretical understanding of expressive and dynamic music terminology to the
performance of written scores in the grand staff.

1.3.8.B.4   - Improvise music in a selected genre or style, using the elements of music that are
consistent with basic playing and/or singing techniques in that genre or style.

STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand A. Aesthetic Responses

1.4.8.A.1   - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4.8.A.2   - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3   - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4   - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6   - Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7   - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Strand B. Critique Methodologies

1.4.8.B.1   - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

1.4.8.B.2   - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3   - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

CRP1   Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   Utilize critical thinking to make sense of problems and persevere in solving them
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   Model integrity, ethical leadership and effective management
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS
STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. **Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.A.4 - Graph and calculate data within a spreadsheet and present a summary of the results

8.1.8.A.5 - Create a database query, sort and create a report and describe the process, and explain the report results.

B. **Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.8.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

C. **Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.8.C.1 - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

D. **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 - Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.8.F.1 - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. **The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*

8.2.8.A.1 - Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).

8.2.8.A.2 - Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.

8.2.8.A.3 - Investigate a malfunction in any part of a system and identify its impacts.

8.2.8.A.4 - Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.

8.2.8.A.5 - Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

B. **Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.8.B.1 - Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

8.2.8.B.2 - Identify the desired and undesired consequences from the use of a product or system.

8.2.8.B.3 - Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

8.2.8.B.4   - Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

8.2.8.B.5   - Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.2.8.B.6   - Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

8.2.8.B.7   - Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

C. **Design:** *The design process is a systematic approach to solving problems.*

8.2.8.C.1 - Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.2 - Explain the need for optimization in a design process.

8.2.8.C.3   - Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.2.8.C.4 - Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 - Explain the interdependence of a subsystem that operates as part of a system.

8.2.8.C.5a - Create a technical sketch of a product with materials and measurements labeled.

8.2.8.C.6   - Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.

8.2.8.C.7   - Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

8.2.8.C.8   - Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

D.   **Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.8.D.1   - Design and create a product that addresses a real world problem using a design process under specific constraints.

8.2.8.D.2   - Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.

8.2.8.D.3 - Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.

8.2.8.D.4 - Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.

8.2.8.D.5 - Explain the impact of resource selection and the production process in the development of a common or technological product or system.

8.2.8.D.6 - Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

E. **Computational Thinking: Programming:** *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.8.E.1 - Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

8.2.8.E.2 - Demonstrate an understanding of the relationship between hardware and software.

8.2.8.E.3 - Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.

8.2.8.E.4 - Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

9.2.8.B.1 – Research careers within the 16 Career Clusters ® and determine attributes of career success.

9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas if interest, goals and an educational plan.

9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 – Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

III. Proficiency Levels

Instrumental Music Grade 6 is for students in grade 6 who are at the beginning, intermediate and/or advanced level(s).

IV. Methods of Assessment (Formative, Summative, Benchmark, and Alternative)

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    o Tests
    o Quizzes
    o Homework
    o Classwork
    o Class Participation
    o Writing Assignments
    o Oral Presentations
    o Individual Projects, Presentations and Reports
    o Group Projects, Presentations and Reports
    o Technology Projects
    o Journals
    o Individual Playing
    o Group Playing
    o Group Performance
    o Student Participation in Band
    o Student Participation in School Activities and Concerts

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

Students in Instrumental Music Grade 6:
- are grouped according to instrumentation.
- are grouped in ensembles and band according to the students' ability level.
- should have a basic working knowledge and playing proficiency before entering a performing ensemble or band.

VI.   Articulation/Scope & Sequence/Time Frame

The course of instrumental music is offered for one year at a time in grade 6. The sequence for instrumental music is beginning, intermediate and advanced.

VII.   Resources

Texts/Supplemental Reading/References

- Instrumental Lesson Books
    - o   *Standard of Excellence* Books 1-2
    - o   *Elements of Music* Books 1-2
    - o   Various method and solo books for beginning, intermediate and advanced levels
- Ensemble music for varied instruments on appropriate levels
- Band music on various levels

- Technology
    - o   *FlipGrid*
    - o   *Music Play Online*
    - o   *TheRhythmTrainer.com*
    - o   *MusicTheory.net*

VIII.   Suggested Activities
- Weekly lessons
- Practice time at home
- Participation in band classes/rehearsals
- Participation in all school performances

IX.   Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).
- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- ● 9.2.8.B.1 – Research careers and determine attributes of career success.
- ● 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- ● 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- ● 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- ● 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- ● 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- ● 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

X.   Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis.
The nature of the music discipline demands varied access any of the following areas: art, social studies/history, science, mathematics, business, and/or technology.

This music course may reinforce concepts taught in:
- ● Social Studies/History
- ● English Language Arts
- ● Humanities
- ● Mathematics
- ● Psychology
- ● Science
- ● Technology
- ● Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- ● Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- ● Presentation and exploration of related career possibilities 9.2.8
- ● Working in teams to create group-based learning activities and projects CRP1
- ● Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
Peer mentoring on problems
Differentiated teacher feedback on assignments
Modelling out accounting problems on whiteboard
Visual aids as we project problems on whiteboard
Study guides
Tiered assignments
Scaffolding of materials and assignments
Re-teaching and review
Guided note taking
Exemplars of varied performance levels
Multi-media approach to accommodating various learning styles
Use of visual and multi-sensory formats
Use of assisted technology
Use of prompts
Modification of content and student products
Testing accommodations
Authentic assessments
Pre-teaching of vocabulary and concepts
Visual learning, including graphic organizers
Use of cognates to increase comprehension
Teacher modeling
Pairing students with beginning English language skills with students who have more advanced English language skills
Scaffolding
  o   word walls
  o   sentence frames
  o   think-pair-share
  o   cooperative learning groups
  o   teacher think-alouds

Differentiation for Enrichment

    Supplemental reading material for independent study
    Flexible grouping
    Tiered assignments
    Topic selection by interest
    Enhanced expectations for independent study
    Elevated questioning techniques using Webb's Depth of Knowledge matrix
    Adjusting the pace of lessons
    Curriculum compacting
    Inquiry-based instruction
    Independent study
    Higher-order thinking skills
    Interest-based content
    Student-driven
    Real-world problems and scenarios

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	A
Sight-Reading ● Working to improve student sight-reading ability. ● Materials: Instrument, Music Stand, Method Books, FlipGrid, Music Play Online, Musictheory.net, therhythmtrainer,com, White Board, Music. ● Objective of Unit: To improve student sight- reading ability.	10 sessions through the school year.	*For Support:* ● Visual Aides ● Teacher Modeling ● Use of visual and multi-sensory format *For Enhancement:* ● Flexible grouping ● Adjusting pace of the lesson. ● Independent study	*NJSLS – Arts:* ● 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, *21ˢᵗ Century Standards CRP:* ● CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* ● 8.1.8.A.5 *Technology Standards 8.2:* ● 8.2.8.B.6 *21ˢᵗ Century Standards 9.2:* ● 9.2.8.B.3	*F* I *S* I *S* P

Performance Preparation ● Preparation for the two concerts during the school year. ● Materials: Instrument, Music Stand, Method Books, FlipGrid, Music Play Online, White Board, Concert Music. ● Objective of Unit: To learn and master the concert music at an appropriate grade level.	40 sessions throughout the school year.	*For Support:* ● Visual Aides ● Teacher Modeling ● Use of visual and multi-sensory format *For Enhancement:* ● Flexible grouping ● Adjusting pace of the lesson. ● Independent study	*NJSLS – Arts:* ● 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.4.8.A.1, 1.4.8.A.2, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.5, 1.4.8.A.6, 1.4.8.A.7, 1.4.8.B.2 *21st Century Standards CRP:* ● CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* ● 8.1.8.A.5 *Technology Standards 8.2:* ● 8.2.8.B.6 *21st Century Standards 9.2:* ● 9.2.8.B.3	*F* I C C S E S S C *S* C *Al* St
Scale Studies ● Learning Major and Minor Scales ● Materials: Instrument, Music Stand, Method	10 sessions through the school year	*For Support:* ● Visual Aides ● Teacher Modeling ● Use of visual and	*NJSLS – Arts:* ● 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.4, 1.4.8.A.2, 1.4.8.A.7, 1.4.8.B.2	*F* S

Books, FlipGrid, Music Play Online, White Board, Music. ● Objective of Unit: To learn the scales that our concert music is based upon.		multi-sensory format *For Enhancement:* ● Flexible grouping ● Adjusting pace of the lesson. ● Independent study	*21ˢᵗ Century Standards CRP:* ● CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* ● 8.1.8.A.5 *Technology Standards 8.2:* ● 8.2.8.B.6 *21ˢᵗ Century Standards 9.2:* ● 9.2.8.B.3	*S* I S
Rhythm Study ● Learning and understanding more complex rhythms ● Materials: Instrument, Music Stand, Method Books, FlipGrid, Music Play Online, White Board, Music, Musictheory.net, therhythmtrainer,com. ● Objective of Unit: To learn and understand rhythms that appear in grade level music.	10 sessions throughout the school year	*For Support:* ● Visual Aides ● Teacher Modeling ● Use of visual and multi-sensory format *For Enhancement:* ● Flexible grouping ● Adjusting pace of the lesson. ● Independent study	*NJSLS – Arts:* ● 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.4.8.A.2 *21ˢᵗ Century Standards CRP:* ● CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:*	*F* R *S* I R *E* *A* P u h a

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			● 8.1.8.A.5 *Technology Standards 8.2:* ● 8.2.8.B.6 *21ˢᵗ Century Standards 9.2:* ● 9.2.8.B.3
Parade Band ● Teaching the basics of participating in parade band. ● Materials: Instrument, Music Stand, Method Books, FlipGrid, Music Play Online, White Board, Music, Marching equipment ● Objective of Unit: To put together a parade band for a performance	4 Weeks	*For Support:* ● Visual Aides ● Teacher Modeling ● Use of visual and multi-sensory format *For Enhancement:* ● Flexible grouping ● Adjusting pace of the lesson. ● Independent study	*NJSLS – Arts:* ● 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.4.8.A.1, 1.4.8.A.2, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.5, 1.4.8.A.6, 1.4.8.A.7, 1.4.8.B.2 *21ˢᵗ Century Standards CRP:* ● CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* ● 8.1.8.A.5 *Technology Standards 8.2:* ● 8.2.8.B.6

			21ˢᵗ Century Standards 9.2: ● 9.2.8.B.3	
Ensembles ● Learning to participate in a small or large ensemble. ● Materials: Instrument, Music Stand, Method Books, FlipGrid, Music Play Online, White Board, Music. ● Objective of Unit: To create small and large ensembles that will perform at the two concerts during the school year.	Entire School Year	*For Support:* ● Visual Aides ● Teacher Modeling ● Use of visual and multi-sensory format *For Enhancement:* ● Flexible grouping ● Adjusting pace of the lesson. ● Independent study	*NJSLS – Arts:* ● 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.4.8.A.1, 1.4.8.A.2, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.A.5, 1.4.8.A.6, 1.4.8.A.7, 1.4.8.B.2 *21ˢᵗ Century Standards CRP:* ● CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* ● 8.1.8.A.5 *Technology Standards 8.2:* ● 8.2.8.B.6 *21ˢᵗ Century Standards 9.2:* ● 9.2.8.B.3	*F* I C C S E S S C *S* C *Al* St