Music Technology
Grade 7
Fine & Performing Arts
Curriculum Guide

LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Education Item 10

| **Date** | **Agenda Item** |

Rationale
Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

• Cultivates the whole person, engaging the mind, body and spirit.
• Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
• Invites multiple ways of knowing which actively engage the brain learning.
• Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
• Embraces ambiguity-encouraging students to wonder and question.
• Develops both individual initiative and collective responsibility.
• Connects cultures and generations, past and present.
• Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
• Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.

2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.

3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.

4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.

5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.

6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.

7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description
This course is designed for students who have an interest in writing and recording music. Students will have the opportunity to work at their own ability level through hands on application using different apps and software. Basic music theory will also be introduced to help students have a better understanding of composition. Students will learn how to create and record music tracks as well as compose background tracks for iMovies.

II. Standards and NJDOE Mandates Guiding Instruction
   A. New Jersey Student Learning Standards
       https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf
   B. 21st Century Life and Career Standards
       https://www.nj.gov/education/aps/cccs/career/
   C. Amistad Commission Mandates…
       (specific topics are identified where appropriate within each unit)
       • the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
       • evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)
       • Resources available at:
         http://www.njamistadcurriculum.net
   D. Holocaust Commission Mandates…
       (specific topics are identified where appropriate within each unit)
       • the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
       • the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
       • Resources available at:
         https://www.nj.gov/education/holocaust/
   E. LGBTQ Mandate…
       • The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.
   F. Diversity, Equity, and Inclusion Mandate……
           The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

III. General Interdisciplinary Connections
 In Music Technology, students use visual aids or read directions on the use of various technology platforms, as well as define academic terms which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to read and create rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive as they analyze and create musical compositions. Finally, music classes connect to science through the explanation of what technology is, how it has advanced music, and discovering how musical waves are created and work together.

IV. Pacing Guide

4 Weeks	Music Technology Basics
8 Weeks	The Tools and Foundation
4 Weeks	Music Composition
4 Weeks	iMovie
8 Weeks	Podcasting
6 Weeks	IMovie Project #2
6 Weeks	Music Composition Project #2

V. Accommodations, Modifications, and Teacher Strategies
(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications

Instructional Strategies

- Teacher Presentation
- Student Presentation
- Class Discussion
- Socratic Discussion
- Reading for Meaning
- Inquiry Design Model
- Interactive Lecture
- Interactive Notetaking
- Compare and Contrast
- Research Based
- Problem Based
- Project Based

504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy

Gifted and Talent Accommodations and Modifications

- Allow for further independent research on topics of interest related to the unit of study
- Advanced leveled readers and sources
- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

Special Education and At-Risk Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

English Language Learners Accommodations and Modifications

- Focus on concept not details
- More visual prompts
- Leveled readers and teacher annotated sources
- Guided notes with highlighted words and concepts
- Use of Merriam-Webster's ELL dictionary
- Timelines and graphic organizers
- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in "chunks"
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

VII. Assessments
- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources
- Garageband
- IMovie
- Musictechteacher.com
- MusicFirst Educational Software Suite
- YouTube
- Powerpoint/ Keynote
- IPad
- Zoom Audio Recorder
- Beepbox.co
- MuseScore
- Voice Recorder
- Apple Music/ iTunes
- Teachrock
- Chip Tune
- Kahoot

Unit #: 1
Overview: Music Technology Basics

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- 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?

Enduring Understanding:
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Students will be able to:
- Using technology to have musical experiences both inside and outside of the classroom.

Students will know:
- Students will learn how to use computer programs and applications to aid them in various skills relating to music
- Students will learn how to design and integrate music into classroom presentations
- Students will be able to incorporate music from different cultures and heritages into their presentations and projects
- Students will be able to think both critically and creatively about the music they compose
- Students will be able to explain their choices, both verbally and in print, about the choices they made throughout their projects

Suggested Experiences:
- Learn Basics of GarageBand
- Define/ Understand terminology of Music Technology
- Experiment and create with GarageBand and other music creation platforms

Unit #: 2

Overview: The Tools and Foundation

- 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?

Enduring Understanding:
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Students will be able to:
- Use the MacBook application, GarageBand, to create homemade music and mix pre-made tracks.

Students will know:
- Students will learn the basics of using GarageBand
- Students will learn to set up basic loops and tracks
- Students will learn about assigning instruments to separate tracks
- Students will learn how to record themselves narrating their presentations
- Students will learn how to create and manipulate their own sound *fx* in GarageBand
- Students will learn how to use pre-made sounds to make a soundscape in GarageBand
- Students will learn how to mix their own original music in GarageBand
- Students will learn how to mix pre-made music in GarageBand
- Students will be able to write and compose music about photography and art

Suggested Experiences:
- Create a Halloween Soundscape that uses a mix of pre-made and homemade tracks and sound fx
- Create a mixed track that incorporates different kinds of pre-made tracks
- Create an original composition about a piece of artwork
- Critique student work

Unit #: 3
Overview: Music Composition

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- 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?

Enduring Understanding:
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:
- Students will use music technology to focus on composing their own literature in the classroom.

Students will know:
- Students will create their own music using their computer. Pre-made loops and tracks can be used an example.
- Students will learn to create music based off of things that they see visually.
- Students will learn how to compose their own lyrics to accompany their music.
- Students will learn how to create their own visuals to accompany their music.
- Students will be able to verbally explain their creative choices.

Suggested Experiences:

- Students will be able to use GarageBand to compose their own music.
- Students will be able to select a famous piece of artwork, talk about why it's significant, and compose a one (1) minute track to accompany the artwork.
- Critique student work

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate…

Study of African and Caribbean music from various cultures and well as instruments and their sounds.

Topics that address the LGBTQ Mandate…
Students will learn about composers, performers, and works from the LGBTQ community where
applicable during the investigative portion of the creative process.
Topics that address the Diversity, Equity, and Inclusion Mandate...
Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process.

Overview: iMovie

Essential Questions:
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Enduring Understanding:
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Students will be able to:
- Students will be able to use iMovie as a connection between music and visual art.

Students will know:
- Students will learn how to work iMovie and create visual presentations using photos, videos, music, transitions, and words.
- Students will be able to write about both music and the musicians that composed it
- Students will be able to create an iMovie about music

Suggested Experiences:
- Students will be able to create an iMovie about music topics.
- Students will be able to incorporate both pre-made and original musical compositions into their iMovies.
- Students will be able to record themselves speaking into an iMovie.
- Critique student work

Unit #: 5

Overview: Podcasting

Essential Questions:
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Enduring Understanding:
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Students will be able to:
- Students will connect research skills to music technology skills

Students will know:

Suggested Experiences:
- Create a podcast about a research topic of student choosing
- Critique student work

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate…

Study of African and Caribbean music from various cultures.
Student research and presentation on individually chosen topics.

Topics that address the LGBTQ Mandate…
Students will learn about composers, performers, and works from the LGBTQ community where
applicable during the investigative portion of the creative process.
Student research and presentation on individually chosen topics.

Topics that address the Diversity, Equity, and Inclusion Mandate...
Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process.
Student research and presentation on individually chosen topics.

Music Technology- Grade 7

Content Area: **Performing Arts**
Course(s): **General Music 6-8**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Student Learning Standards- Music Technology

MU.9-12.1.3E.12prof.Re7a	Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
MU.9-12.1.3E.12prof.Cr3a	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
MU.9-12.1.3B.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.9-12.1.3E.12prof.Re8a	Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.
MU.9-12.1.3E.12prof.Re7	Perceiving and analyzing products.
MU.9-12.1.3E.12prof.Re8	Interpreting intent and meaning.
MU.9-12.1.3E.12prof.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3E.12prof.Cr2a	Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.
MU.9-12.1.3B.12prof.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3E.12prof.Pr4b	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
MU.9-12.1.3E.12prof.Re9	Applying criteria to evaluate products.
MU.9-12.1.3E.12prof.Pr6a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.9-12.1.3E.12prof.Cr3b	Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
MU.9-12.1.3E.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3E.12prof.Re9a	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
MU.9-12.1.3E.12prof.Pr6b	Demonstrate an understanding of the context of music through prepared and improvised performances.
MU.9-12.1.3E.12prof.Cr3	Refining and completing products.
MU.9-12.1.3B.12prof.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
MU.9-12.1.3E.12prof.Pr4a	Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
MU.9-12.1.3E.12prof.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3E.12prof.Pr5a	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

MU.9-12.1.3E.12prof.Pr6	Conveying meaning through art.
MU.9-12.1.3E.12prof.Cr2	Organizing and developing ideas.
MU.9-12.1.3E.12prof.Pr4c	Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
MU.9-12.1.3B.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3E.12prof.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.
MU.9-12.1.3E.12prof.Re7b	Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

Interdisciplinary Connections: In Music Technology classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, subdividing beats, and creating patterns as they learn to create rhythms and loops. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Music technology classes connect to science through the explanation of how waves create sound. Finally, classes relate to technology through the use of computers and software to create music.

21st Century Themes: In addition to mastery of core academic subjects, students must exhibit a range of both functional and critical thinking skills, problem solving, creativity and innovation.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	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.
CAEP.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.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP6.1	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.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.A.CS1	Understand and use technology systems.
CRP.K-12.CRP10.1	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.