

**Instrumental Music- Band
Grades 6-8
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

Date

Education Item 10

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

Band is a course that is a planned progression from the elementary school bands. The course includes the study and performance of varied repertoire of standard concert band literature. Sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. Band class meets every other day per the A/B elective schedule.

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 Middle School Band Ensemble Classes, students read and interpret music which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to read and perform 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. Students learn the meanings of music markings from varied world languages. Finally, music classes connect to science through the explanation of how waves create sound and how the breathing process is integral to proper playing technique and performance.

IV. Pacing Guide

1 Week	Instrument maintenance
1 Week	Playing Set Up
1 Week	Breathing Playing Support- Introduction and review 1 week- Reinforcement and review ALL YEAR
All Year	Articulations- Integrated with music instruction and practice during entire year
All Year	Rhythm- Integrated with music instruction and practice during entire year
All Year	Melody- Integrated with music instruction and practice during entire year
All Year	Harmony- Integrated with music instruction and practice during entire year
All Year	Tone Color- Integrated with music instruction and practice during entire year
All Year	Form- Integrated with music instruction and practice during entire year
All Year	Expressive Qualities- Integrated with music instruction and practice during entire year
All Year	Performance Techniques- Integrated with music instruction and practice during entire year
All Year	Critique- Integrated with music instruction and practice during entire year

V. Vertical Integration – Course Mapping

The mapping of the Fine & Performing Arts program within Linden Public Schools consists of the following:

*Skill Levels- N= Novice, I= Intermediate, P= Proficient

Skill	Year 1	Year 2	Year 3
I. Rhythm			
A. Beat	N/I	I	P
B. Meter	N	I	P
C. Duration	N/I	I/P	P
D. Rhythm Patterns	N	I	P
II. Melody			
A. Pitch	N	I	I
B. Melodic Contour	N	I	P

C. Intervals	N/I	I	P
D. Melodic Patterns	N	I	P
E. Phrases	N	I	P
F. Scales/Tonality	N	I	P
III. Harmony			
A. Harmony/ Texture	N	I	P
B. Chords	N	I	P
C. Linear Harmony	N	I	I
IV. Tone Color			
A. Instrumental Sounds	N/I	I	P
V. Form			
A. Form	N	I	P
VI. Expressive Qualities			
A. Style	N	I	P
B. Dynamics	N/I	I	P
C. Articulations	N/I	I	P
VII. Instrument Maintenance			

A. Application of Maintenance Materials	N/I	P	P
B. Proper Handling and Storage	N/I	P	P
C. Instrument Cleaning	N/I	P	P
VIII. Breathing/ Support			
A. Proper Breathing Technique	N	I	P
IX. Proper Set Up/ Posture			
A. Proper Instrument Positioning	N/I	P	P
B. Proper Posture	N/I	P	P
C. Proper Instrument Holding/ Grip	N/I	P	P
X. Critique			
A. Proper Method of Constructive Criticism	N/I	I	P

VI. 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
<ul style="list-style-type: none"> 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 <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

INSTRUMENTAL MUSIC BIBLIOGRAPHY

Items that become available and meet the goals of the curriculum as well as the Content Standards may be used as supplemental material with permission of the department director.

Books:

- Elliott, Raymond, Fundamentals of Music, Englewood Cliffs, New Jersey: PrenticeHall 1975.
- Perry, Margaret, A Junior High School Music Handbook, Englewood Cliffs, New Jersey: Prentice Hall 1975.
- Instrumental Music for Today's Schools, Prentice Hall Publications

Suggested Lesson Materials:

- Pearson, Bruce, Standard of Excellence, Kjos Publications
- Heim, Alyn, Drum Class Method, Belwin Publications
- Wessels, Mark, A Fresh Approach to the Snare Drum, M.W. Publications Firth, Vic
- Various Composers, Rubank Instrumental Method (Elementary & Intermediate Levels), Belwin Publications
- Allen, Michael, Essential Elements 2000 Strings Hal Leonard Kjelland, Dillon, Strictly Strings, Alfred Publishing
- Anderson & Frost, All for Strings, Kjos Publishing Applebaum, Samuel, String Builder, Belwin Publishing
- Arban, J.B, Complete Conservatory Method, Dover Publications Inc.
- Herring, Sigmund, Trumpet Method, Carl Fischer LLC
- Herring Sigmund, 40 progressive Etudes for Trumpet, Carl Fischer LLC
- Clarke, H.L., Clarke Studies, Hickman Music Edition
- Schlossberg – Daily Drills and Technical Studies, M. Baron Company
- C. Kopprasch, 60 Selected Studies for French Horn, Carl Fischer LLC
- Wye, Trevor, Practice Books for the Flute: Omnibus Edition
- Novello Various Composers, A Tune A Day, Boston Music

- Various Composers, A New Tune A Day, Wise Publications
- Etling, Forest, Beginning String Techniques, Alfred Publishing
- Etling, Forest, Intermediate String Techniques, Alfred Publishing
- Whaley, Garwood Reed, Ted Syncopation
- Concone, Lyrical Studies
- Aebersold, Jamey
- Firth, Vic
- Igoe, Tommy Groove Essentials
- Strand, Spencer Turn it up and lay it Down
- Sam Pilafian & Patrick Sheridan, The Brass Gym(A Comprehensive Daily Workout for Brass Players), Focus on Music

Websites:

- www.vicfirth.com
- www.Noteflight.com
- www.youtube.com
- www.connselmer.com
- www.yamaha.com
- www.gemeinhardt.com
- www.thelessonroom.com
- www.bestmetronome.com
- www.allthingsstrings.com
- www.emilerhythm.com
- www.sightreadingfactory.com
- www.kahoot.com

Periodicals:

- Music Alive, Cherry Lane Magazines, New York, New York Teaching Music
- The Instrumentalist
- Tempo
- School Band and Orchestra
- Flute Talk
- The Clarinet Journal
- The Saxophone Journal
- Strings (Magazine)

Videos:

- Composer Specials Video Set, Sony.

- Handel's Last Chance Bach's Fight for Freedom Bizet's Dream
- Liszt's Rhapsody
- Strauss, the King of 3/4 Time Rossini's Ghost
- Beethoven Lives Upstairs
- Instrumental Classmates Video Set, Warner Brothers.
- Brass Woodwinds Strings Percussion Keyboard
- "Marsalis on Music," The Young People's Concert Series
- Why Toes Tap Listening for Clues Sousa to Satchmo Tackling the Monster

Computer Software:

- Musescore, "MuseScore"
- Coda Music Technology, "Finale" 1998 or above www.codamusic.com
- Sibelius Music, "Sibelius" 1999 or above www.sibelius.com

Unit #: 1

Overview: Instrument Maintenance

Essential Questions:

- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?

Enduring Understanding:

- 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:

- Properly prepare and maintain their instrument

Students will know:

- Proper handling of instrument
- Proper storage of instrument
- Proper assembly of instrument
- Proper cleaning of instrument

Suggested Experiences:

- Demonstration of instrument assembly
- Demonstration of instrument breakdown
- Demonstration of proper instrument handling technique
- Demonstration of proper instrument storage

Unit #: 2

Overview: Playing Set Up (Posture/ Instrument Orientation/ Grip)

Essential Questions:

- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?

Enduring Understanding:

- 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:

- Sit/ Stand properly to play their instrument
- Hold instrument properly
- Set instrument up for proper playing

Students will know:

- Proper technique for setting up, holding, and playing their instrument

Suggested Experiences:

- Demonstration and review of proper technique for setting up, holding, and playing their instrument

Unit #: 3

Overview: Breathing/ Playing Support

Essential Questions:

- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?

Enduring Understanding:

- 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:

- Play their instrument using proper breathing technique and breath support for creating a proper and pleasing tone

Students will know:

- How their breathing mechanism and the respiratory system work in conjunction with playing their instrument
- Proper ways to engage their breathing mechanism

Suggested Experiences:

- Review and discussion of respiratory system
- Demonstrate and practice proper method of breathing for brass and woodwind instruments
- Practice of breathing exercises for playing, performance, and relaxation

Unit #: 4

Overview: Articulation

Essential Questions:

- How do musicians improve the quality of their creative work?
- 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 we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

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.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Students will be able to:

- Define, identify and perform articulation markings written in musical selections and exercises
- Properly articulate articulations marked within musical selections and exercises

Students will know:

- How to identify, define and perform articulations such as but not limited to:
 - Legato
 - Staccato
 - Marcato
 - Slur
 - Accent
 - Fortepiano
 - Sforzando
 - Tenuto
 - Fermata
 - Trill
 - Tie
 - Grace Note

Suggested Experiences:

- Practice and perform musical selections and exercises using varied articulations
- Practice identifying and defining various articulation markings

Unit #: 5

Overview: Rhythm

Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- 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 we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

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:

- Perform and understand steady beat as well as Upbeat/ Downbeat, Strong and weak beats, and meter in duple and triple
- Understand relative duration and notation
- Read and perform simple rhythm patterns
- Read and perform even and uneven rhythm patterns
- Understand and perform syncopated rhythms
- Perform and understand fast and slow, gradual change, sudden change- as an expressive choice
- Understand accent, meters in 2, 3, & 4.
- Understand combined Meters
- Understand and perform changing meters
- Understand conducting patterns
- Perform rhythms in Cut time
- Understand and perform Dotted rhythms
- Define, discuss, and perform the appropriateness of tempo choices: Moderato, accelerando, ritardando, maestoso

Students will know:

- Note and rest values in Duple, Triple, and Mixed Meters
- Tempo markings and their relative tempi
- Meanings of and performance aspects of tempo changes such as Accelerando and Ritardando
- Conducting patterns and gesture and their meanings

Suggested Experiences:

- Have students clap or tap steady beats, and feel rests
- Select and play a beat patterns on instrument
- Play songs in different meters
- Clap or play notes that have different durations
- Convert rhythm patterns to notation teach a song from rhythm patterns
- Clap the rhythm and beat
- Play music and demonstrate various tempos
- Conduct songs in different meters
- Play various notes on instruments to perform and identify durations
- Have students play various materials to hear and identify patterns
- Perform ensemble / lesson materials utilizing variety of contrasting tempos

Unit #: 6

Overview: Melody

Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- 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 we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

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:

- Identify high and low sounds
- Upward and downward melodic contour
- Movement by steps, leaps and repeats
- Melodic patterns: same, different
- Melodic repetition
- Melodic rhythm phrases
- Phrase endings
- Repeated phrases
- Tonal center, major and minor,
- Written notation in Treble or Bass clef
- Range and register
- Contour as a tool for analysis
- Intervals as they affect melodic development
- Melodic sequence
- Manipulation of pitches as a compositional device
- Melodic phrases, repetition / contrast
- Phrase construction and development
- Cadence
- Major and minor scale structure
- Whole and half step structure
- Chromatics

Students will know:

- Ascending and descending melodic patterns
- Difference in melodic phrases and their movement structure (step, skip, leap, repeat)
- How to delineate Major and Minor Key Signatures
- Notation pertinent to the Clef for the instrument they play
- The effect that accidentals and key signatures have on notation
- To create and perform major, minor, and Chromatic Scales

Suggested Experiences:

- Learning Targets/ Skills Identify high and low pitches on Instruments
- Use written music to illustrate contour
- Play various songs that move by step, leap, and repeat
- Play intervals on instruments
- Listen or perform various songs to determine patterns that are the same or different
- Have students play simple phrases of a song and repeat the same phrase to introduce phrases
- Learn partial or full scales that are appropriate for the skill level
- Have students play various songs and exercises to increase range and pitch
- Select a familiar song and have the students play on their instruments
- Select materials to play on instruments that demonstrate intervals of second, third, fourth, fifth, and octaves
- Have students play various ensemble materials to experience different melodic sequences, patterns, etc.
- Have students play music with repeating and contrasting phrases
- Play on instruments materials in major and minor keys.
- Play whole and half steps and chromatic scales

Unit #: 7

Overview: Harmony

Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- 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 we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

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.
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Students will be able to:

- Texture: thick, thin and unison
- Chordal harmony
- Chord changes
- Ostinatos
- Countermelodies
- Rounds
- Partner songs
- Duets
- Parallel 3rd's and 6th's
- Modulation
- Harmonic styles: parallel motion, contrary motion, countermelodies monophonic, polyphonic, homophonic, and homophonic structures
- Construction of triads, major and minor chords
- Ostinatos
- Descants
- Canons
- Fugues

Students will know:

- Types of Harmonic/ Musical Texture
- How to delineate Harmony within music examples
- How to understand and perform music using various Harmonic Structures and changes
- How Intervals, chords, and Scales are created and structured

Suggested Experiences:

- Teach melodic lines with simple melodies
- Listen to and identify chord changes in a song or ensemble
- Play various rounds and partner songs
- Play recording of different musical periods (Baroque, Classical, Jazz, etc.) to help students recognize monophony, polyphony and homophony
- Demonstrate on keyboard / instruments through playing major and minor chords
- Play material in 2, 3, and 4 part harmonies

New Jersey Department of Education - State Instructional Mandates:**Topics that address the Amistad Commission Mandate...**

- Practice and performance various musical styles and cultures

Unit #: 8

Overview: Tone Color

Essential Questions:

- 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 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?

Enduring Understanding:

- 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.
- 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.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Students will be able to:

- Identify and define Families of instruments: brass, woodwind, percussion, strings, multicultural and world instruments
- Identify and understand Instrumental tone qualities of various times and styles: Renaissance, Baroque, Classical, Romantic, Impressionistic, 20th Century, Jazz, and multicultural instruments

Students will know:

- Families of instruments and the corresponding instruments
- How each instrument family produces sound
- How to identify the sound of each instrument as a solo or ensemble performer
- How to create the correct tone color/ timbre for their instrument

Suggested Experiences:

- Introduce the families of instruments through listening, demonstrating, and playing by students will participate in band or Orchestra
- Using recordings, identify the various instruments from different periods of music
- Discuss how instruments can be used to set the mood

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Listening and identification of instruments from various instrument families and cultural backgrounds

Unit #: 9

Overview: Form

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?
- 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 discern the musical creators' and performers' expressive intent?
- 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.
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music through their use of elements and structures of music, creators and performers.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Students will be able to:

- Define, understand and perform
 - Introduction
 - Coda
 - D.C. al fine,
- Identify same/different musical phrases and sections
- Identify Repetition/contrast musical phrases and sections
- Identify Solo/chorus musical phrases and sections
- Identify, define
 - AB form
 - ABA form
 - Rondo form
 - AABA form
 - AABCC form
 - March
 - Theme & Variation
 - Minuet
 - Trio
 - Composite forms

- Musical theatre
- Jazz composition

Students will know:

- How to analyze basic Musical Structures and Forms in musical and performance examples
- How to follow the markings within a composition that determine form for performance
- How to identify Musical Form when listening to an example or performing a musical selection

Suggested Experiences:

- Play a performance literature which demonstrates a variety of musical Forms
- Play songs in various forms and listen to variety of songs with different forms and have students identify the form

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Practice and performance of Musical Compositions from varied Musical Cultures

Topics that address the LGBTQ Mandate...

Students will learn about composers 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 from diverse backgrounds during the investigative portion of the creative process.

Overview: Expressive Qualities

Essential Questions:

- 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 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 discern the musical creators' and performers' expressive intent?
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Students will be able to:

- Perform music using written and implied musically expressive characteristics
- Understand, define and perform
 - Tempo markings
 - Dynamic markings
 - Notation markings
 - Musical phrase markings
 - Articulation markings

Students will know:

- Tempo Markings and their metronome markings
- Articulations and how to perform them properly
- Dynamic markings and their meanings
- Accidental markings
- Phrase markings and their meanings

Suggested Experiences:

- Play a performance literature which demonstrates a variety of musical expression and experiences
- Play songs in various styles and listen to variety of songs with different styles to understand musical expression

New Jersey Department of Education - State Instructional Mandates:Topics that address the Amistad Commission Mandate...

Practice and performance of Musical Compositions from varied Musical Cultures

Topics that address the LGBTQ Mandate...

Students will learn about composers 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 from diverse backgrounds during the investigative portion of the creative process.

Overview: Performance Techniques

Essential Questions:

- 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 discern the musical creators' and performers' expressive intent?
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Students will be able to:

- Perform music from a variety of styles and cultures
- Perform songs in a variety of moods
- Differentiate Musical Style by tempo, rhythm, melody and tone color
- Perform varying dynamics, Loud and soft, gradual change, sudden change
- Play appropriate dynamics and balances within musical selections
- Describe, understand and perform appropriate dynamic choices:
 - Piano, Pianissimo, Pianississimo
 - Mezzo forte
 - Forte, Fortissimo, Fortississimo
 - Crescendo,
 - Decrescendo

Students will know:

- How to perform music properly and musically based on markings within the music
- Follow directions and gestures of Conductor in large ensemble
- Work together as a small ensemble to perform in an appropriate manner based on ensemble and musical selection

Suggested Experiences:

- Listen to and play music from different cultures
- Identify the mood of a song through listening
- Discuss piano, forte, mezzo forte, etc.
- Play examples of each dynamic and determine how dynamics affect the mood
- Listen to music from different cultures and have students play on their instruments
- Play melodies of songs from various styles and musical periods
- Have students play materials at different dynamic levels
- Listen to various pieces and have students identify the dynamic contrasts

New Jersey Department of Education - State Instructional Mandates:Topics that address the Amistad Commission Mandate...

Practice and performance of Musical Compositions from varied Musical Cultures

Topics that address the LGBTQ Mandate...

Students will learn about composers 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 from diverse backgrounds during the investigative portion of the creative process.

Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- 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 discern the musical creators' and performers' expressive intent?
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Students will be able to:

- Define Critique
- Use various methods of critique to improve ensemble and individual performance

Students will know:

- What critique is
- How to constructively critique themselves and others

Suggested Experiences:

- Listen to individual, sectional and ensemble performances and critique those performances

Performing Ensembles- Band, Choir, Orchestra

Content Area: **Performing Arts**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Student Learning Standards- Ensembles- Novice

MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
MU.K-12.1.3C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

New Jersey Student Learning Standards- Ensembles- Intermediate

MU.K-12.1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal
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	characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
MU.K-12.1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.K-12.1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU.K-12.1.3C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

New Jersey Student Learning Standards- Ensembles- Proficient

MU.9-12.1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
MU.9-12.1.3C.12prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
MU.9-12.1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.

MU.9-12.1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
MU.9-12.1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
MU.9-12.1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
MU.9-12.1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
MU.9-12.1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.9-12.1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
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.9-12.1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU.9-12.1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
MU.9-12.1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
MU.9-12.1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
MU.9-12.1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

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

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.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CRP.K-12.CRP11	Use technology to enhance productivity.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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).
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.