

**Introduction to Guitar
Grade: 9-12
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:

Affirmative Action Officer

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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 Descriptions:

Introduction to Guitar:

The primary goal of the Introduction Guitar course is expose new students (Grades 9-12) to the instrumental string program in the Linden Public School system; furthermore, it will also serve to enhance the musical development of students who have already started in the instrumental music program. The initial elements of music theory, harmony, and ear training will be learned as students take their first steps towards learning the study and performance of the guitar. Students are expected to be fully engaged in all class activities for optimal success.

Advanced Guitar Workshop:

The Advanced Guitar Workshop is a continuation of the studies learned in Introduction to Guitar. Students continue learning more music reading skills and developing aesthetic awareness through listening to, and analyzing, music of varied historical periods and critiquing the performance of themselves and others. The more advanced elements of music theory, harmony, and ear training will be learned as students take their first steps towards learning the study and performance of the guitar. This is inclusive of rhythmic, harmonic, and melodic dictation. Students will utilize these skills in a creative capacity to compose, and make transcriptions of, music and improvise over harmonic changes in both the classical and jazz genres. This course is designed as a preparatory course for performances in concerts and school functions. This course will prepare students for a career in music after graduation through the study of high-level guitar repertoire. This course is for those, but not strictly limited, to those who have taken Introduction to Guitar. Students with prior experience in instrumental music at the middle school or high school levels may meet the criteria to take this course: Teacher approval is required to register for this course.

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
- 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 guitar classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to ready 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. Finally, guitar classes connect to science through the explanation of how waves create sound.

IV. Pacing Guide

Introduction to Guitar

Semesters 1 & 2 (20 weeks)	2 Weeks: Posture & Hand Placement 2 Weeks: Chromatic Scale (All Strings) 2 Weeks: Drills for Left Hand Development 2 Weeks: Drills for Right Hand Development 2 Weeks: Learning Music Notation and Symbols
	2 Weeks: Ear Training & Rhythmic Dictation 2 Weeks: Landmark Notes for Reading 2 Weeks: Exercises for Reading Development (Ex. 1-25) 2 Weeks: Exercises for Reading Development (Ex. 26-50) 2 Weeks: Basic Polyphonic Music

Advanced Guitar Workshop

First Marking Period	2 Weeks: Ensemble Set-up/Posture 2 Weeks: Enhanced Use of Landmark Notes for Reading 2 Weeks: Advanced Right-Hand Technique (p, i, m, a) 2 Weeks: Advanced Left-Hand Drills 2 Weeks: Begin Lessons of Guitar (Books 1-3) by Julio S. Sagreras
Second Marking Period	2 Weeks: Performance Anxiety/Relaxation Techniques 2 Weeks: Technical Study Alignment to Repertoire 2 Weeks: Performance Preparation Skills 2 Weeks: Rehearsal of Procedures for Performance 2 Weeks: Intonation and Blending of Ensembles
Third Marking Period	2 Weeks: Critical Evaluation of Performance 2 Weeks: Interpretation of Solo & Ensemble Repertoire 2 Weeks: Jazz Harmony 2 Weeks: Improvisational Skills 2 Weeks: Quartet Rehearsal Skills
Fourth Marking Period	2 Weeks: Improvisation/Music Synthesis 2 Weeks: Composition/Music Synthesis 2 Weeks: Advancement of Technical studies 2 Weeks: Correlation of Sections/Communication 2 Weeks: Harmony Overview

V. Vertical Integration – Course Mapping

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

Skill	Intro to Guitar	Advanced Guitar Year 1	Advanced Guitar Year 2	Advanced Guitar Year 3
Ensemble Set-up	<p>Proficient</p> <p>Instrument appropriate posture</p> <p>Baroque, Romantic, and 20th century ensemble set-ups</p>	<p>Proficient/Accomplished</p> <p>Instrument appropriate posture</p> <p>Baroque, Romantic, 20th century, and modern ensemble set-ups</p> <p>Chamber ensemble set-ups</p>	<p>Accomplished/Advanced</p> <p>Instrument appropriate posture</p> <p>Baroque, Romantic, 20th century, and modern ensemble set-ups</p> <p>Chamber ensemble set-ups and standing posture</p>	<p>Accomplished/Advanced</p> <p>Instrument appropriate posture</p> <p>Baroque, Romantic, 20th century, and modern ensemble set-ups</p> <p>Jazz orchestra set-ups</p> <p>Chamber ensemble set-ups and standing posture</p>
Posture	<p>Proficient</p> <p>Hold their instruments in proper playing position, as well as rest position.</p> <p>Demonstrate ability to perform with correct posture and playing position.</p>	<p>Proficient/Accomplished</p> <p>Hold their instruments in proper playing position, as well as rest position.</p> <p>Demonstrate ability to perform with correct posture and playing position.</p>	<p>Accomplished/Advanced</p> <p>Hold their instruments in proper playing position, as well as rest position.</p> <p>Demonstrate ability to perform with correct posture and playing position.</p>	<p>Accomplished/Advanced</p> <p>Hold their instruments in proper playing position, as well as rest position.</p> <p>Demonstrate ability to perform with correct posture and playing position.</p>
Right/Left Hand Technique	<p>Proficient</p> <p>Produce proper tone on their instrument.</p> <p>Use of p, i, m, a</p> <p>Use of left hand to produce pitch changes</p> <p>Permutations of right and left-hand fingerings</p>	<p>Proficient/Accomplished</p> <p>Produce proper tone on their instrument.</p> <p>Use of Mauro Giuliani's Right-Hand Studies</p> <p>Use of Landmarks for left-hand proficiency</p>	<p>Accomplished/Advanced</p> <p>Produce proper tone on their instrument.</p> <p>Use of Mauro Giuliani's Right-Hand Studies with muted strings</p> <p>Use of Landmarks for left-hand proficiency</p> <p>Producing pitch using only left hand</p>	<p>Accomplished/Advanced</p> <p>Produce proper tone on their instrument.</p> <p>Use of Mauro Giuliani's Right-Hand Studies with muted strings</p> <p>Use of Landmarks for left-hand proficiency</p> <p>Producing scales and arpeggios using only left hand</p>
Scales & Arpeggios	<p>Proficient</p> <p>Play the following major scales and arpeggios in at least one octave: C, G, D, F, Bb</p>	<p>Proficient/Accomplished</p> <p>Play the following major/minor scales and arpeggios in at least two octaves: C, G, D, A, F, Bb, Eb</p>	<p>Accomplished/Advanced</p> <p>Play the following major/minor scales and arpeggios in at least two octaves: C, G, D, A, E, F, Bb, Eb, Ab, and Db</p> <p>Jazz: Dorian, Mixolydian, and Ionian scales in the keys of C, F, and G</p>	<p>Accomplished/Advanced</p> <p>Play the following major/minor scales and arpeggios in at least two octaves, three when possible: C, G, D, A, E, F, Bb, Eb, Ab, and Db</p> <p>Jazz: Dorian, Mixolydian, and Ionian scales in all keys</p>

Harmony/Theory	<p>Proficient</p> <p>The order sharps and flats are added to create key signatures.</p> <p>What the tonic, subdominant, and dominant chords are in each key.</p> <p>Each section's harmonic and melodic role in the music as it compares to their own.</p>	<p>Proficient/Accomplished</p> <p>What the tonic, subdominant, and dominant chords are in each key.</p> <p>Each section's harmonic and melodic role in the music as it compares to their own.</p> <p>How to discern the relationship of their music to that of their cohorts by understanding the tone relationship between consonant and dissonant tone relationships as they pertain to major and minor triads that exist in the music.</p> <p>Learn aspects of Baroque, Classical, and Jazz styles and the harmony pertaining to those time periods</p> <p>Comprehension of Jazz writing using ii, V, and I chords and all corresponding scales/arpeggios</p>	<p>Accomplished/Advanced</p> <p>What the tonic, subdominant, and dominant chords are in each key.</p> <p>Each section's harmonic and melodic role in the music as it compares to their own.</p> <p>How to discern the relationship of their music to that of their cohorts by understanding the tone relationship between consonant and dissonant tone relationships as they pertain to major, minor, diminished, and augmented triads that exist in the music.</p> <p>Comprehension of 4-part writing using I, IV, and V chords and all corresponding scales/arpeggios</p> <p>Application of Jazz writing using ii, V, and I chords and all corresponding scales/arpeggios</p>	<p>Accomplished/Advanced</p> <p>What the tonic, subdominant, and dominant chords are in each key.</p> <p>Each section's harmonic and melodic role in the music as it compares to their own.</p> <p>How to discern the relationship of their music to that of their cohorts by understanding the tone relationship between consonant and dissonant tone relationships as they pertain to major, minor, diminished, and augmented triads that exist in the music.</p> <p>Application of 4-part writing using I, IV, and V chords and all corresponding scales/arpeggios</p>
	<p>Proficient</p> <p>Analyze various period-specific stylistic approaches to playing music</p> <p>Simple call and response of short phrases between sections of the group</p>	<p>Proficient/Accomplished</p> <p>Analyze various period-specific stylistic approaches to playing music</p> <p>Use techniques that correlate to all of the aforementioned styles to create simple call and response of phrases between sections of the group</p>	<p>Accomplished/Advanced</p> <p>Analyze various period-specific stylistic approaches to playing music</p> <p>Use techniques that correlate to all of the classical and jazz progressions to create call and response of phrases between sections of the group</p>	<p>Accomplished/Advanced</p> <p>Analyze various period-specific stylistic approaches to playing music</p> <p>Create a small piece of music and utilize techniques that correlate to all of the classical and jazz progressions to create call and response of phrases between sections of the group</p>
	<p>Proficient</p> <p>Demonstrate proper care and maintenance of their instrument.</p>	<p>Proficient/Accomplished</p> <p>Assemble and disassemble their instruments properly. (Electric guitar, if applicable))</p> <p>Demonstrate proper care and maintenance of their instrument, inclusive of tuning.</p>	<p>Accomplished/Advanced</p> <p>Assemble and disassemble their instruments properly. (Electric guitar, if applicable))</p> <p>Demonstrate proper care and maintenance of their instrument, inclusive of tuning.</p>	<p>Accomplished/Advanced</p> <p>Assemble and disassemble their instruments properly. (Electric guitar, if applicable))</p> <p>Demonstrate proper care and maintenance of their instrument, inclusive of tuning.</p>
Instrument Care				

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 (25%):
Performances in concerts
Rehearsals and announced spot checks
Performance Evaluation - Weekly playing assessment at lesson, to see if assigned concepts have been learned and practiced.
- Homework & Projects (25%):
Daily practice
Submission of original music
Small performance in class or at school functions
- Class Participation & Attendance (50%):
Active involvement in daily rehearsals
Final Exam
Class Observation

VIII. Resources

- Pumping Nylon – Scott Tennant
- Exercises for Guitar Reading Development (Ex. 1-50) – B. Mathews
- The First through Third Lessons of Guitar (Books 1-3) – Julio S. Sagreras
- The Fourth through Sixth Lessons of Guitar (Books 4-6) – Julio S. Sagreras
- Superior Technique – Julio S. Sagreras
- Guitar School: A Theoretical Practical Method for Guitar (Books 1-3) – Emilio Pujol
- Solo Guitar Playing (Book 1) (4th Edition) – Frederick M. Noad

Unit #: 1

Overview: Posture & Hand Placement

Students will learn appropriate posture and hand placement to optimize their ability to create a good tone quality characteristic of the guitar.

Essential Questions:

- 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.
- Appropriate posture creates a uniform sound and prepares students for professional situations.

Students will be able to:

- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 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.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

Students will know:

Learning Targets/Skills

- Appropriate posture
- The importance of consistent structure in their rehearsal habits

Suggested Experiences:

- Active class participation

Unit #: 2

Overview: Chromatic Scale (All Strings)

Students will learn to play a chromatic scale on every string by shifting from 1st to 5th to 9th positions and back

Essential Questions:

- 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.
- Diligent work with technical studies leads to greater competence and confidence with performance.

Students will be able to:

- 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.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- 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.

Students will know:

Learning Targets/ Skills

- The importance of consistent structure in their practice habits.
- The importance of consistent structure in their rehearsal habits.

Suggested Experiences:

- Active class participation
- Constant monitoring, and improvement of acquired skills

Unit #: 3

Overview: Drills for Left Hand Development

Students will begin using the 1-2-3-4 fingers of the left hand in position V.

Essential Questions:

- How do musicians improve the quality of their performance?
- What does the uniformity of right-hand pattern rhythm throughout each section do in terms of the guitar ensemble's intonation and tone quality?

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.
- Diligent work with technical studies leads to greater competence and confidence with performance.

Students will be able to:

- 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.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- 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.

Students will know:

Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits

Suggested Experiences:

- Active class participation

Unit #: 4

Overview: Advanced Left-Hand Drills

Students will learn to use various permutations of 1, 2, 3, 4 of the left hand.

Essential Questions:

- 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.
- 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.
- Diligent work with technical studies leads to greater competence and confidence with performance.

Students will be able to:

- 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.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- 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.

Students will know:

Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits

Suggested Experiences:

- The use of only left-hand slurs to produce sound
- Active class participation

Unit #: 5

Overview: Drills for Right Hand Development

Students will begin doing drills to create independence of thumb from fingers.

Essential Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Diligent work with technical studies leads to greater competence and confidence with performance.

Students will be able to:

- 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.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- 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.

Students will know:

Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits
- The correct right-hand patterns for varying rhythmic sequences in the music being studied

Suggested Experiences:

- Active class participation

Unit #: 6

Overview: Ear Training & Rhythmic Dictation

Students learn listening skills such as tonal identification and rhythm recognition.

Essential Questions:

- What technical area of my playing needs enhancement?
- What areas of guitar playing are enhanced by this unit?

Enduring Understanding:

- Immediate pitch recognition leads to more fluid reading and playing on the guitar.

Students will be able to:

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 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.

Students will know:

Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits

Suggested Experiences:

- Active class participation
- Ear training exercises posted on YouTube

Unit #: 7

Overview: Landmark Notes for Reading

Students will begin learning each diatonic note on every string in sequence.

Essential Questions:

- When is a performance judged ready to present?
- What technical area of my playing needs enhancement?

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.
- Immediate pitch recognition leads to more fluid reading and playing on the guitar.

Students will be able to:

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 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.

Students will know:

Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits
- How to work on individual technical studies by prominent instrumental composers appropriate to their instrument.

Suggested Experiences:

- Active class participation

Unit #: 8

Overview: Exercises for Guitar Reading Development (Ex. 1-25)

Students learn to read in 4/4, 3/4, and 6/8 time signatures. They will learn all rhythms from whole notes and rests to eighth notes and rests.

Essential Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

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.
- Individual players are part of a collective that requires constant monitoring and interaction within and between sections; this affects synchronization of rhythms and proper blending of harmonies to elicit an esthetically acceptable result.

Students will be able to:

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 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.

Students will know:

Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits
- Time signatures and tempos

Suggested Experiences:

- Active class participation

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about composers and performers from diverse backgrounds 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

Unit #: 9

Overview: Exercises for Reading Development (Ex. 26-50)

Students will learn C major scales/chords and begin using p, i, m, a fingers of the right hand to produce polyphony.

Essential Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

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.
- 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.
- Individual players are part of a collective that requires constant monitoring and interaction within and between sections; this affects synchronization of rhythms and proper blending of harmonies to elicit an esthetically acceptable result.

Students will be able to:

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 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.

Students will know:

Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits
- Time signatures and tempos

Suggested Experiences:

- Active class participation
- Alignment of technical studies to music

Unit #: 10

Overview: Basic Polyphonic Music

Students will further develop their study of polyphonic music with familiar music.

Essential Questions:

- 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?

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.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Individual players are part of a collective that requires constant monitoring and interaction within and between sections; this affects synchronization of rhythms and proper blending of harmonies to elicit an esthetically acceptable result.

Students will be able to:

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 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.

Students will know:

Learning Targets/ Skills

- How to discern all perfect intervals to tune with greater precision
- How to discern between consonant and dissonant tone relationships as they pertain to major, minor, diminished, and augmented triads that exist in the music

Suggested Experiences:

- Active class participation
- Regimented alignment of technical studies to music

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about composers and performers from diverse backgrounds 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

Guitar

Content Area: **Performing Arts**
Course(s): **Introduction to Guitar, Advanced Guitar Workshop**
Time Period: **First Marking Period**
Length: **Full Year**
Status: **Published**

New Jersey Learning Standards- Music Harmonizing Instruments- Proficient

MU.9-12.1.3D.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
MU.9-12.1.3D.12prof.Re8	Interpreting intent and meaning.
MU.9-12.1.3D.12prof.Cr2	Organizing and developing ideas.
MU.9-12.1.3D.12prof.Cr3a	Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
MU.9-12.1.3D.12prof.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
MU.9-12.1.3D.12prof.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3D.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.9-12.1.3D.12prof.Re7b	Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.
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.9-12.1.3B.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
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.9-12.1.3D.12prof.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
MU.9-12.1.3D.12prof.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
MU.9-12.1.3D.12prof.Pr4a	Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
MU.9-12.1.3D.12prof.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in

	a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
MU.9-12.1.3D.12prof.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3D.12prof.Cr3b	Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.
MU.9-12.1.3D.12prof.Cr1a	Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
MU.9-12.1.3D.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3D.12prof.Re9a	Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.
MU.9-12.1.3B.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.9-12.1.3D.12prof.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
MU.9-12.1.3D.12prof.Cr3	Refining and completing products.
MU.9-12.1.3D.12prof.Re9	Applying criteria to evaluate products.
MU.9-12.1.3D.12prof.Pr6	Conveying meaning through art.
MU.9-12.1.3D.12prof.Re7	Perceiving and analyzing products.

New Jersey Learning Standards- Music Harmonizing Instruments- Accomplished

MU.9-12.1.3D.12acc.Cr3b	Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
MU.9-12.1.3D.12acc.Cr1a	Create melodic, rhythmic and harmonic ideas for compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.
MU.9-12.1.3D.12acc.Cr2	Organizing and developing ideas.
MU.9-12.1.3D.12acc.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
MU.9-12.1.3D.12acc.Cr3	Refining and completing products.
MU.9-12.1.3B.12acc.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3D.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3D.12acc.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
MU.9-12.1.3D.12acc.Pr6	Conveying meaning through art.

MU.9-12.1.3D.12acc.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3D.12acc.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles.
MU.9-12.1.3D.12acc.Pr4c	Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU.9-12.1.3D.12acc.Re9	Applying criteria to evaluate products.
MU.9-12.1.3D.12acc.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3B.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.9-12.1.3D.12acc.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.
MU.9-12.1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3D.12acc.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.
MU.9-12.1.3D.12acc.Re7b	Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.
MU.9-12.1.3B.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3D.12acc.Re	Responding
MU.9-12.1.3D.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context.
MU.9-12.1.3D.12acc.Cr3a	Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.
MU.9-12.1.3D.12acc.Pr4a	Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU.9-12.1.3D.12acc.Re7	Perceiving and analyzing products.
MU.9-12.1.3D.12acc.Re9a	Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.
MU.9-12.1.3D.12acc.Re8	Interpreting intent and meaning.

New Jersey Learning Standards- Music Harmonizing Instruments- Advanced

MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.9-12.1.3D.12adv.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3D.12adv.Re7	Perceiving and analyzing products.

MU.9-12.1.3D.12adv.Re9a	Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response.
MU.9-12.1.3B.12adv.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3D.12adv.Pr4	Selecting, analyzing and interpreting work.
MU.9-12.1.3D.12adv.Re9	Applying criteria to evaluate products.
MU.9-12.1.3D.12adv.Pr6	Conveying meaning through art.
MU.9-12.1.3D.12adv.Re7b	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
MU.9-12.1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Re8	Interpreting intent and meaning.
MU.9-12.1.3D.12adv.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.
MU.9-12.1.3D.12adv.Pr5a	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.
MU.9-12.1.3D.12adv.Cr1a	Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
MU.9-12.1.3D.12adv.Pr4b	Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3D.12adv.Re8a	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3D.12adv.Pr4c	Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
MU.9-12.1.3D.12adv.Re7a	Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
MU.9-12.1.3D.12adv.Cr3b	Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
MU.9-12.1.3D.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3D.12adv.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces,

stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

MU.9-12.1.3D.12adv.Cr3

Refining and completing products.

MU.9-12.1.3D.12adv.Cr2

Organizing and developing ideas.

MU.9-12.1.3D.12adv.Cr3a

Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.

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 Connection

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

LA.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.DC.7

Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

CRP.K-12.CRP11

Use technology to enhance productivity.

TECH.9.4.12.IML.9

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).

LA.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LA.SL.9-10.1.B

Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment

criteria (e.g., student developed rubric) and assign individual roles as needed.

LA.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

LA.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TECH.9.4.12.CI.3

Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.IML.4

Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

TECH.9.4.12.CI.2

Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

LA.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LA.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.