

WEYMOUTH TOWNSHIP SCHOOL DISTRICT

Music Curriculum

I. RATIONALE, DESCRIPTION AND PURPOSE

The primary purpose of the music curriculum is to provide a continuous program of education that makes an important contribution toward developing the cultural and aesthetic values of students.

Each child has the opportunity to explore and develop his or her potential in music, learn to value the qualities of music, and understand its contribution to daily life.

The music program in Kindergarten through the eighth grade is designed to help students develop the skills necessary to make informed choices and aesthetic judgments about the music in their lives. Though music is inherently enjoyable, the highest enjoyment results from solid personal accomplishment toward specified educational objectives. The students develop self-discipline, an awareness of group dynamics and the necessity for individual dedication to group goals through music instruction.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Languages, Technology, and 21st Century Life and Careers. They are developed sequentially throughout the course. Students:

- A. Explore and experience music of many cultures, time periods and styles through singing, playing, listening, moving and research

NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.2.2.A.2, 1.2.5.A.3

NJ Student Learning Standards for English Language Arts A.R1

NJ Student Learning Standards for World Languages 7.1

NJ Competencies for Social and Emotional Learning

Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds

- B. Develop skills necessary to create their own music through guided preparation and individual/group experiences

NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.2, 1.1.2.B.3, 1.1.5.B.2, 1.3.2.B.5

NJ Student Learning Standards for Technology 8.1

- C. Experience and identify the musical elements of rhythm, melody, harmony, tonality and form through listening, viewing, and performing
NJ Student Learning Standards for Visual and Performing Arts 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4
NJ Student Learning Standards for English Language Arts A.R4
NJ Student Learning Standards for Technology 8.1
- D. Evaluate the musical performance of themselves and others through group discussion, written comparisons and reward incentives
NJ Student Learning Standards for Visual and Performing Arts 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3
NJ Student Learning Standards for English Language Arts A.W1, A.SL1, A.SL2, A.L1, A.L2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers CRP8
NJ Competencies for Social and Emotional Learning
Self-Awareness: recognize one's personal traits, strengths and limitations
Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings
Relationship Skills: identify who, when, where or how to seek help for oneself or others when needed
- E. Explore the sources and influences upon multicultural music (both composed and folk)
NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.1.5.B.1, 1.2.2.A.1, 1.2.5.A.1, 1.2.5.A.3
NJ Student Learning Standards for World Languages 7.1
NJ Student Learning Standards for Social Studies 6.1 6.2
NJ Competencies for Social and Emotional Learning
Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds
- F. Participate in musical activities, assemblies and programs through guided planning, preparation and performing
NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.1.5.B.1, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4
NJ Student Learning Standards for 21st-Century Life and Careers CRP12
- G. Develop the multi-sensory skills necessary to read and perform musical notation through decoding various symbol systems and progressive practice
NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.2, 1.1.2.B.3, 1.1.5.B.2
NJ Student Learning Standards for Mathematical Practice SMP1 SMP4 SMP5 SMP6 SMP7
- H. Discover the relationship of music to other disciplines through reading, viewing live and recorded performances; reading and performing various rhythms and meters; acoustic experiments with vocal and instrumental sounds; and stationary as well as progressive body movement
NJ Student Learning Standards for Visual and Performing Arts 1.2.2.A.1, 1.2.2.A.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3
NJ Student Learning Standards for English Language Arts A.R1, A.R4
NJ Student Learning Standards for Mathematical Practice SMP1 SMP4 SMP5 SMP6 SMP7
NJ Student Learning Standards for Comprehensive Health and Physical Education 2.5
NJ Student Learning Standards for Science: Science and Engineering Practices P1-6
NJ Student Learning Standards for Social Studies 6.1 6.2

I. Generate, organize, and refine original artistic ideas and work demonstrating skills and elements of music

NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, 1.1.2.B.4, 1.1.5.B.1, 1.1.5.B.2

National Core Arts Anchor Standards 1, 2, 3

NJ Student Learning Standards for Science: Science and Engineering Practices P2-6, 8

NJ Competencies for Social and Emotional Learning

Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

Responsible Decision-Making: develop, implement and model effective problem solving and critical thinking skills

J. Develop the understanding that music is a source of lifelong enjoyment and personal fulfillment through viewing, listening and performing

NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.1.5.B.1, 1.2.2.A.1, 1.2.2.A.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4

III. CONTENT, SCOPE AND SEQUENCE

In exploring the music of many people and cultures throughout history and in the present, the students compare and contrast music with equal interest and respect. Understanding global diversity comes through awareness and first hand experiences. Musical concepts and learning expectations are listed by grade level.

KINDERGARTEN:

A. Musical Concepts (suggested time 15 weeks)

1. Singing in a manner appropriate to the music
2. Moving and/or playing an instrument to a steady beat
3. Responding to loudness and softness
4. Responding to fast and slow
5. Internalizing the melodic contour of sounds (i.e. through movement when sounds move upward or downward and from high to low or low to high)
6. Hearing and recognizing differences in tone color (i.e. wood block vs. triangle)

B. Musical Diversity (suggested time 6 weeks)

1. Relating music to self, family and friends
2. Connecting music to activities and celebrations of many cultures
3. Interconnecting music to art, poetry, literature & drama
4. Discovering music that promotes active stimulation and quiet imagination

C. Nomenclature (suggested time 15 weeks)

1. Developing awareness of how musical symbols work
2. Following beat from iconic notation
3. Exploring tempos of beat
4. Understanding the difference between high and low sounds

FIRST GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Singing longer and more complex songs
 - 2. Playing instruments using given and created patterns
 - 3. Moving freely and in given patterns
 - 4. Listening for specific elements in the music
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Exploring multicultural music of specific countries
 - 2. Learning thematic music that tells stories and expresses feelings
- C. Nomenclature (suggested time 15 weeks)
 - 1. Relating syllables to pitch level
 - 2. Relating syllables to staff placement
 - 3. Following and performing simple melodic and rhythmic patterns
 - 4. Identifying basic note values and their relative duration

SECOND GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Singing melodies accompanied and a cappella
 - 2. Playing and moving to changing rhythm patterns
 - 3. Singing simple rounds to create harmony
 - 4. Identifying song form (verse and refrain) and structure
 - 5. Identifying instrumental and vocal tone color
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Exploring multicultural music and foreign language texts
 - 2. Learning thematic music and music for its own sake
- C. Nomenclature (suggested time 15 weeks)
 - 1. Relating syllables to specific notes and their letter names
 - 2. Relating size of pitch intervals to staff placement (step, leap or repeat)
 - 3. Determining like and unlike phrases and various phrase lengths

THIRD GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Identifying melodic vs. rhythmic accompaniment (or no accompaniment)
 - 2. Grouping of instrumental tone colors into families
 - 3. Determining texture – one or many, unison or harmony
 - 4. Analyzing the structure of music and what determines its form (AB, ABA)
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Exploring music from the United States and around the world
 - 2. Singing music about living and working together with your neighbors

- C. Nomenclature (suggested time 15 weeks)
 - 1. Exploring music using non-standard instruments and notation
 - 2. Recognizing musical forms that are determined by repetition and contrast
 - 3. Following and singing a song with repeat signs, first and second endings, and multiple verses

FOURTH GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Identifying and performing changes in tempo, meter and dynamics in sung and instrumental music
 - 2. Recognizing Theme and Variation and Interludes in music
 - 3. Experiencing melodic imitation and contour
 - 4. Identifying how each instrument family produces sound
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Exploring multicultural music and foreign language texts
 - 2. Explore how art and culture reflect and affect each other
 - 3. Contributions of individuals to music
- C. Nomenclature (suggested time 15 weeks)
 - 1. Identifying Major and Minor tonalities
 - 2. Identifying key signatures
 - 3. Identifying sharps, flats and naturals

FIFTH GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Using dynamic terms while discussing music
 - 2. Ordering dynamics from softest to loudest
 - 3. Analyzing the mechanics of sound in each instrument
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Experience music from diverse cultures and historical eras and their distinct characteristics
 - 2. Experience contributions of individuals to music
 - 3. Determine the impact of significant contributions from artists to music in different cultures throughout history
- C. Nomenclature (suggested time 15 weeks)
 - 1. Reading lyrics and notation
 - 2. Sight-reading instrumental music (rhythmic and melodic)
 - 3. Practicing with solfege syllables
 - 4. Identifying and working with various meters, modes and rhythmic patterns

SIXTH GRADE, SEVENTH GRADE, EIGHTH GRADE:

A. Music Theory

How does my understanding of music theory enable me to become a more confident performer?

1. Musical Symbols

- a. Reinforcement of music symbols K-5
- b. Review of terminology K-5
- c. Read octavo music in two, three, and four parts

2. Introduction of additional clef signs, dynamic markings, music symbols, and interpretive markings

B. Vocal Technique

How does the practice and mastery of vocal technique as outlined below protect my vocal instrument and improve my vocal sound?

1. Diction
2. Vowel placement
3. Breath control
4. Tone production
5. Balance and Blend
6. Stylistic Interpretation

C. Music Appreciation

How does the history of the development of Western musical styles affect both contemporary art music and popular music?

1. Introduction of Music periods:
 - a. Medieval/Renaissance
 - b. Baroque
 - c. Classical
 - d. Romantic
 - e. 20th Century
2. Introduction of Music styles:
 - a. Opera
 - b. Oratorio
 - c. Cantata
 - d. Broadway Musical
 - e. Symphony
 - f. Jazz
 - g. Popular styles

IV. INSTRUCTIONAL TECHNIQUES

The instructor uses any or all of the following methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on his or her own ability level and learning style.

- A. The needs of diverse learners are met through:
 - 1. Visual presentations including textbooks, charts, visual aids, videos and live performance at school or on field trips
 - 2. Aural presentations including textbook and supplemental recordings, live performance at school or on field trips and in-class demonstrations
 - 3. Physical and tactile presentation of concepts
 - 4. Demonstration of musical elements and performance techniques
 - 5. Lecture, prepared either by teacher or student or both
 - 6. Discussion, including question and answer opportunities
 - 7. Instructional technology.

- B. Concepts are reinforced through:
 - 1. Reading, writing and drawing activities and projects
 - 2. Singing, playing instruments and moving freely and in patterns
 - 3. Performing in class, in assemblies and in programs
 - 4. Analyzing and evaluating a student's work and that of others
 - 5. Creating rhythmic, melodic and harmonic patterns vocally and instrumentally
 - 6. Listening to live and recorded music of peers as well as professionals
 - 7. As called for by individual student's needs, consult Appendix XI for accommodations and modifications for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students and Students with 504 Plans.

- C. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Evaluation is based on teacher observation of:

- A. Student participation in musical activities and assemblies
- B. Successful identification of the musical elements
- C. Formative, summative and benchmark assessments with the use of rubrics
- D. Various assessment games
- E. Tests and quizzes

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
- 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
- 1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.
- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 Relate common artistic elements that define distinctive [art genres](#) in dance, music, theatre, and visual art.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history

STANDARD 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 1.3.2.B.1 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
- 1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
- 1.3.2.B.4 Vocalize the [home tone](#) of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison

and with a partner.

- 1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
- 1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
- 1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
- 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
- 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

STANDARD 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

- 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
- 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.
- 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
- 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

National Core Arts Anchor Standards

ANCHOR STANDARD 1 Generate and conceptualize artistic ideas and work.

ANCHOR STANDARD 2 Organize and develop artistic ideas and work.

ANCHOR STANDARD 3 Refine and complete artistic work.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

New Jersey Student Learning Standards for Mathematical Practice

SMP1 - Make sense of problems and persevere in solving them.

SMP4 - Model with mathematics.

SMP5 - Use appropriate tools strategically.

SMP6 - Attend to precision.

SMP7 - Look for and make use of structure.

New Jersey Student Learning Standards for Science / Next Generation Science Standards: Science and Engineering Practices

P1: Asking Questions and Defining Problems

P2: Developing and Using Models

P3: Planning and Carrying Out Investigations

P4: Analyzing and Interpreting Data

P5: Using Mathematics and Computational Thinking

P6: Constructing Explanations and Designing Solutions

P7: Engaging in Argument from Evidence

P8: Obtaining, Evaluating, and Communicating Information

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

New Jersey Student Learning Standards for Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

Modifications (ELLs, Special Education, Gifted and Talented)

ELL

- Learn the backgrounds of LEP students
- Plan lessons that are both culturally and linguistically appropriate.
- Group students flexibly, in small groups based on individual or group interests as well as instructional need or ability.
- Give clear, simple directions
- Ask them to retell or restate, in their own words, the task.
- Reiterate, in the student's native language or in simplified English, the key concepts learned in content areas.
- Paraphrase information and main ideas.
- Reorganize and reinforce information.
- Provide bilingual classroom resources, such as bilingual dictionaries, picture books and dictionaries, and English language encyclopedias for LEP students.

Special Education

- Provide Instructional Strategies and Techniques that Address Learning Style
- Utilize Techniques and Activities to Support Personal-Social Development
- Modify the Presentation of Materials
- Modify the Learning Environment
- Modify Assessments
- Modify Grading
- Facilitate Appropriate Behavior
- Limit/Reduce/Modify/Permit Alternate Class Work Curricular Procedures
- Provide Alternative Homework
- Provide Access to Special Equipment and Instructional Materials

Gifted and Talented

- Accelerate or enrich content.
 - Reduce regular classroom work
 - Providing alternate assignments
 - Schedule opportunities to work individually through independent study
 - Schedule opportunities to work in homogeneous groupings with peers of similar ability
- and

- interests
- Schedule opportunities to participate heterogeneous groupings of mixed-ability students.
- Stimulate higher order thinking skills and give students opportunities to consider and express personal opinions by asking open-ended questions.
- Scaffold investigations and reports to require thinking skills such as comparison, synthesis, insight, judgment, hypothesis, conjecture, and assimilation.
- Curriculum compact to allow student to skip standard assignments in order to acquire time to pursue alternate assignments or independent projects.
- Compact curriculum in areas that represent student strengths
- Create a plan outline and time frame for completion of assignments & alternate activities.
- Incorporate written independent study contracts to research topics of interest to become “resident experts.”
- Develop descriptions and the criteria for evaluating each project.
- Determine (jointly) deadline dates and work schedule.
- Provide complex, critical thinking tasks.

Curriculum Development Resources/Instructional Materials/Equipment Resources:

- Quaver Music Curriculum

Materials

- Various Musical instruments

Equipment

- Promethean Projection Board

Career Ready Practices and 21st Century Themes & Skills

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.