

Course: Guitar
Unit #1: History of the Guitar & Repair Fundamentals

Year of Implementation: 2024-2025

Curriculum Team Members

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

● **Unit Standards:**

○ **Content Standards**

- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment

○ **21st Century Life & Career Standards**

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

○ **English Companion Standards**

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

○ **Interdisciplinary Content Standards**

- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to develop a working knowledge of the impact the guitar has on societies on and cultures around the world.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. develop creative thinking and problem-solving skills
5. communicate creative responses, processes, and works about themselves, their culture, and society

Enduring Understandings

Students will understand that. . .

EU 1

proper knowledge of terminology and the structure of a guitar and its parts will provide them the opportunities to perform and solve guitar-related questions in real time.

EU 2

the guitar has a profound impact on music, the music industry, various global cultures, and social movements where music is the chosen form of expression.

Essential Questions

- How do the parts of an instrument combine to make an artistic whole?

Knowledge

Students will know . . .

EU 1

- the mechanics of a guitar and its parts (1.5.5.Cr2b)
- various strategies for troubleshooting common issues with electric guitar connections. (1.5.5.Cr2b)

EU 2

- various events and cultural happenings that the guitar affected. (1.3A.8.Re7c)
- the impact of the guitar on the American music industry and overall culture. (1.3A.8.Re8a)
- the guitar's use in non-American cultures. (1.3A.8.Re7c)

Skills

Students will be able to . . .

EU 1

- replace/repair a string (1.5.5.Cr2b)
- tune a guitar (1.5.5.Cr2b)
- appropriately plug and unplug cables and amplifiers (1.5.5.Cr2b)

EU 2

- research and discuss various cultures and their use of the guitar or like instruments. (1.3A.8.Re7c)
- identify and describe various recordings of culturally acclaimed guitarists. (1.3A.8.Re8a)

Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Students will be able to identify the open strings of a traditionally tuned guitar (A, EU1)
- Teacher-led discussion on the difference between acoustic and electric guitars (A, EU1)
- Teacher-led discussion on the current qualities of the music industry and different methods in which top-performing musicians have found success (A, EU2)
- Explore the indigenous string instruments of other cultures and their unique timbres through video and recording. (A, EU2)
- Explore the function of the guitar as it pertains to other cultures by identifying trends in musical events of a region. (A, EU2)
- Teachers will play examples of the standard repertoire, as students attempt to identify the title, guitar style, and genre. (A, M, EU2)
- Students will be able to describe the quality of sharp or flat and how to correct it using a tuner (M,T, EU1)
- Quantify the similarities between the guitar and other string instruments (T, EU1, EU2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Guitar Framework	30
2	Basic Elements of Music Performance	45
3	Intermediate Guitar Techniques	60

Instructional Materials

- Student Model Guitar
- Guitar Storage Racks
- Spare Strings
- Tuning Pegs
- Drill for Restringing
- Tuning Attachment for Drill
- Picks
- Method Books
- 1-2 electric guitars per school
- Amplifier
- Capos
- Effect Pedals

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.