

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Creating Performing Connecting	Standard #: Anchor Standard 3 Description: Refining and completing products. Standard #: Anchor Standard 6 Description: Conveying meaning through art. Standard #: Anchor Standard 10 Description: Synthesizing and relating knowledge and personal experiences to create products.	
Artistic Practice:	Performance Expectation/s:	
Creating Imagine Plan, Make Evaluate, Refine Performing Rehearse, Evaluate, Refine Select, Analyze, Interpret	HS Accomplished 1.3C.12acc.Cr3 a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which	Activity Description: Unit Title: Voices of Inclusion in Music Unit Overview: This unit explores the themes of LGBT inclusion and disability awareness through music. Students will engage in activities that involve evaluating, refining, and

<p>Present</p> <p>Connecting Interconnect</p>	<p>they address identified purposes.</p> <p>b. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.</p> <p>HS Accomplished 1.3C.12acc.Pr6</p> <p>a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p> <p>HS Accomplished 1.3C.12acc.Cn10</p> <p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and</p>	<p>sharing compositions and arrangements that address these themes. The unit aims to foster understanding, empathy, and appreciation for diversity within the choir community.</p> <p>Session 1: Introduction to LGBT and Disabilities in Music</p> <ul style="list-style-type: none"> ● Objective: Introduce students to the concepts of LGBT inclusion and disability awareness in music. (SS) ● Activities: <ul style="list-style-type: none"> ● Class discussion on the importance of representation and inclusion in music. ● Listening session: Play recordings of music by LGBT artists or performers with disabilities. ● Analyze the expressive qualities and themes present in the selected pieces. <p>Sessions 2-3: Creating and Sharing Compositions</p> <ul style="list-style-type: none"> ● Objective: Develop students' skills in creating compositions and arrangements that address LGBT and disability themes. ● Activities: <ul style="list-style-type: none"> ● Students will individually or collaboratively develop compositions or arrangements that address LGBT or disability themes.
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	responding to music.	
Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> 1. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 2. 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. 3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ol style="list-style-type: none"> 1. How do musicians improve the quality of their creative work? 2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 3. How do musicians make meaningful connections to creating, performing, and responding? 	<ul style="list-style-type: none"> ● Peer review sessions where students provide feedback and refine their compositions based on personally developed criteria. ● Sharing sessions where students perform and share their compositions with the class, discussing their intent and the themes represented. <p>Sessions 4-5: Rehearsal and Performance Preparation</p> <ul style="list-style-type: none"> ● Objective: Apply technical mastery and understanding of expressive qualities in prepared performances. ● Activities: <ul style="list-style-type: none"> ● Rehearse selected pieces from the choir repertoire representing diverse cultures, styles, and genres, including those with LGBT or disability themes. ● Focus on mastering technical demands and conveying expressive qualities related to the chosen pieces. ● Discuss and demonstrate how understanding the intent of the music can enhance connections with the audience, particularly in pieces addressing themes of inclusion and diversity. <p>Session 6: Culminating Performance and Reflection</p>

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (2) Organize and develop artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (5) Develop & refine artistic techniques & work for presentation. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. 	<p>SEL/Create</p> <p>CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ How do artists make creative decisions?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</p>	<ul style="list-style-type: none"> ● Objective: Perform selected repertoire for an audience and reflect on the experience. ● Activities: <ul style="list-style-type: none"> ● Perform selected pieces, including compositions and arrangements created by students, for the school community or a public audience. ● After the performance, facilitate a reflection session where students discuss their experiences, the challenges faced, and the impact of performing music that addresses LGBT and disability themes. ● Connect the performance experience to personal choices, interests, and intent when creating, performing, and responding to music, emphasizing the role of music in promoting understanding and empathy. (LA) <p>Assessment:</p> <ul style="list-style-type: none"> ● Performance assessments based on students' technical mastery and expressive qualities in prepared performances of diverse repertoire, including compositions and arrangements addressing LGBT and disability themes. ● Composition and arrangement projects will be assessed based on creativity, alignment with personally developed

	<p>SEL/Connect CONSOLIDATED EU The recognition of one’s thoughts, feelings and their impact on one’s behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one’s feelings and thoughts connect to artistic works?</p>	<p>criteria, and effectiveness in addressing identified purposes.</p> <ul style="list-style-type: none"> ● Written reflections on the significance of music in promoting inclusion and diversity, and how personal interests, knowledge, and skills relate to choices and intent in music creation, performance, and response. <p>Connections to Standards:</p> <ul style="list-style-type: none"> ● 1.3C.12acc.Cr3 ● 1.3C.12acc.Pr6 ● 1.3C.12acc.Cn10 <p>Interdisciplinary Connections:</p> <p>Social Studies Language Arts</p>
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Peer and self feedback in critical response format 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Rubric evaluations ● Tests/Quizzes

		<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performances • In-studio showings 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Axford, E. C. (2004). <i>Music of Many Cultures</i>. Cengage Learning.</p> <p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed</i>. Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Lornell, K., & Rasmussen, A. K. (Eds.). (2013). <i>The Music of Multicultural America: Performance, Identity, and Community in the United States</i>. University Press of Mississippi.</p> <p>Miller, T. E., & Shahriari, A. (2016). <i>World Music: A Global</i></p>	<ul style="list-style-type: none"> • Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. • Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task. • Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, 	<ul style="list-style-type: none"> • Allow access to supplemental materials, including use of online bilingual dictionary. • Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> • Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>Journey. Routledge.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Stone, R. M. (Ed.). (1998). <i>The Garland Encyclopedia of World Music</i>. Garland Publishing.</p>	<p>helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.</p>		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.

<ul style="list-style-type: none">● Engage all learners through implementation of various resources including visual, audio, and tactile materials.● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.	<ul style="list-style-type: none">● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.	<ul style="list-style-type: none">● Provide access to preferred seating, when requested.● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	<ul style="list-style-type: none">● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.● Propose interest-based extension activities and opportunities for extra credit.
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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<i>Performance Expectation/s:</i>	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems.

		Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	