

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45 days
<i>Artistic Process:</i>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSLs-VPA within Unit</b>
Performing Connecting	<p><b>Anchor Standard 4: Selecting, analyzing, and interpreting work.</b></p> <p><b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b></p> <p><b>Anchor Standard 6: Conveying meaning through art.</b></p> <p><b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b></p>	
	<i>Artistic Practice:</i>	
<b>Performing</b> <ul style="list-style-type: none"> <li>● Select, Analyze, Interpret</li> <li>● Rehearse, Evaluate, Refine</li> <li>● Present</li> </ul>	<p><b>1.3A.5.Pr4</b></p> <p>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as the students' technical skill.</p> <p>b. Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for</p>	<p><b>Activity Description:</b></p> <p>Unit Title: Music and Climate Change- Expressing Environmental Awareness</p> <p>Unit Overview:</p> <p>In this unit, students will explore the theme of climate change through the lens of music. They will select, analyze, and perform music that reflects environmental awareness and inspires action towards sustainability. Through</p>

	<p>performance</p> <p>c. Analyze selected music by reading and performing using standard notation.</p> <p>d. Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>e. Convey creator's intent through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p><b>1.3A.5.Pr5</b></p> <p>a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p><b>1.3A.5.Pr6</b></p> <p>a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p><b>1.3A.5.Cn10</b></p> <p>a. Demonstrate how interests,</p>	<p>ensemble performances, solo performances, and discussions, students will meet the specified standards while gaining a deeper understanding of the intersection between music and environmental advocacy.</p> <p>Week 1-2: Understanding the Impact of Climate Change</p> <ul style="list-style-type: none"> <li>Objective: Students will understand the concept of climate change and its impact on the environment.</li> </ul> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Introduce the concept of climate change through discussions, videos, and readings.</li> <li>2. Explore how climate change affects different ecosystems and communities around the world.</li> <li>3. Discuss the role of individuals and communities in addressing climate change through collective action and advocacy.</li> </ol> <p>Week 3-4: Exploring Music as a Medium for Environmental Awareness</p> <ul style="list-style-type: none"> <li>Objective: Students will select and analyze music that reflects themes of environmental awareness and sustainability.</li> </ul> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Introduce students to music that addresses environmental themes, such as songs about nature, conservation, or activism.</li> <li>2. Guide students in analyzing selected music by discussing its structure, lyrical content, and expressive qualities.</li> <li>3. Have students research and select music pieces that resonate with them personally and reflect their interest in environmental advocacy.</li> </ol> <p>Week 5-6: Rehearsing and Refining Performances</p>
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<p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>Interconnect</li> </ul>	<p>knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<ul style="list-style-type: none"> <li>Objective: Students will rehearse and refine their performances to convey environmental messages with technical accuracy and expressive interpretation.</li> </ul>
<p><b>Enduring Understanding/s:</b></p>		<p>Activities:</p>
<ol style="list-style-type: none"> <li>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.</li> <li>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>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.</li> <li>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ol>	<ol style="list-style-type: none"> <li>How do performers select repertoire?</li> <li>How do musicians improve the quality of their performance?</li> <li>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> <li>How do musicians make meaningful connections to creating, performing, and responding?</li> </ol>	<ol style="list-style-type: none"> <li>Divide students into small ensembles or solo performers based on their chosen music selections.</li> <li>Provide feedback and guidance to help students refine their technical skills and expressive interpretation during rehearsals.</li> <li>Encourage students to experiment with different dynamics, tempo, and articulation to convey the intended environmental message effectively.</li> <li>Discuss the importance of performance decorum and audience etiquette in conveying the seriousness of environmental issues.</li> </ol> <p>Week 7-8: Performing for Environmental Awareness</p> <ul style="list-style-type: none"> <li>Objective: Students will perform music that raises awareness about climate change and inspires action towards sustainability.</li> </ul> <p>Activities:</p> <ol style="list-style-type: none"> <li>Organize a culminating performance event where students showcase their selected music pieces to the school community.</li> <li>Integrate multimedia elements, such as visuals or spoken word, to enhance the impact of the performances.</li> <li>Facilitate post-performance discussions where students reflect on the effectiveness of their performances in conveying environmental messages.</li> <li>Encourage students to take action in their community by organizing initiatives related to sustainability and climate change awareness.</li> </ol> <p>Assessment:</p>

<b>Social and Emotional Learning:  <i>Competencies</i></b>	<b>Social and Emotional Learning:  <i>Sub-Competencies</i></b>	
<p>SEL/Perform</p> <ul style="list-style-type: none"> <li>(5) Develop and refine artistic techniques and work for presentation.</li> </ul> <p>SEL/Connect</p> <ul style="list-style-type: none"> <li>(10) Synthesize and relate knowledge and personal experiences to make art.</li> </ul>	<p>SEL/Perform</p> <p>CONSOLIDATED EU                      Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and 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> <p>SEL/Connect</p> <p>CONSOLIDATED EU                      Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ                      How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p>	<ul style="list-style-type: none"> <li>Students will be assessed based on their ability to select, analyze, and perform music that reflects environmental awareness, their rehearsal and performance skills, their understanding of performance decorum, and their contributions to post-performance discussions and community action initiatives.</li> </ul> <p>Interdisciplinary Connections:</p> <p>Science &amp; Other Arts/Society</p> <ul style="list-style-type: none"> <li>Compare and contrast the creative process and the scientific method. <i>How do they align with one another? What is the difference between the scientific method and the creative process?</i></li> <li>Discuss how the creative process is used in other artistic fields and in society. <i>Do you do anything similar to the creative process in your own lives at school or at home?</i></li> </ul>
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Peer and self feedback following the <i>I like, I wish, What If?</i> prompts.</li> <li>Group listening and guided critique with the teacher</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>Regular recordings to document musical growth</li> <li>Written critiques and self-assessments</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>In-class Performances</li> <li>School/community/festival performances</li> <li>Final recordings and self-assessments</li> </ul>	
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<p>A small library of works that are accessible to your students' performance level, from a variety of styles/genres and for a variety of ensembles/performing groups including:</p> <ul style="list-style-type: none"> <li>Body Percussion</li> <li>Simple 1-2 part songs</li> <li>Spoken word chorus</li> <li>1-2 part arrangements for recorder or ocarina</li> <li>Arrangements that include parts for voice and instruments.</li> </ul>	<p>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, quizzes or test to their individual needs, as well as to discuss whether or not homework is appropriate.</p> <p>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.</p>	<p>Allow access to supplemental materials, including the use of online bilingual dictionaries.</p> <p>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.</p>	<p>Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.</p>
<p><b>Supplemental Resources</b></p>			

**Technology:**

- 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.
- SMARTBoard
- Recording equipment

**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"> <li>• Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>• Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>• 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).</li> <li>• Allow additional time to complete classwork as needed, when required according to students’ IEP or 504 plan. Break assignments up into</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>• Provide access to preferred seating, when requested.</li> <li>• Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly.</li> <li>• Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>• Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

	<p>shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
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<p><b>NJSLs CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>• Career Awareness and Planning</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem-solving</li> <li>• Global and Cultural Awareness</li> </ul>		
	<p><b>Core Ideas:</b></p>	<p>Provide students with the necessary skills to make informed career decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.</p>	
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>• There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.</li> <li>• Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</li> <li>• With a growth mindset, failure is an important part of success.</li> <li>• Innovative ideas or innovation can lead to career opportunities.</li> <li>• Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</li> <li>• Solutions to the problems faced by a global society require the</li> </ul>	

		contribution of individuals with different points of view and experiences.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee.</p> <p><input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills.</p> <p><input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being.</p> <p><input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason.</p> <p><input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p><input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation.</p> <p><input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies.</p> <p><input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management.</p> <p><input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals.</p> <p><input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity.</p> <p><input checked="" type="checkbox"/> CRP12 Work productively in teams while using cultural global competence.</p>	

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>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>