

## Rumson-Fair Haven Regional High School

**Course:** *Songwriting*

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**Approved:** August 2023

### **Section I: Course Description**

*Songwriting* is a course designed to introduce students to the fundamentals of songwriting, as well as the fundamentals of music technology. Students will examine the building blocks of songs including lyrics, melody, and harmony. Students will also be introduced to beginner music technology concepts such as MIDI, plug-ins, mixing, and editing. Students will leave the class with a wide array of completed covers and original music spanning different genres and attitudes.

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives**

1. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
  - The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
2. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
  - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
3. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
  - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.”
  - **Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
4. **LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
  - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “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.”
5. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

### **Section III: Curriculum Modifications**

The *Songwriting* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified individually for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One-on-one instruction
- Independent work stations
- Use of graphic organizers
- Interest inventories and questionnaires
- Audio resources to complement written texts and concepts
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Reduced length of written assignments
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Diagrams and color coding for visual learners
- Verbal and written directions for visual and auditory learners
- Provided class notes
- Preferential seating
- Spelling not penalized
- Varied supplemental activities
- Assessments delivered orally

#### **Section IV: Preparation for Standardized Testing**

This *Songwriting* curriculum is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

#### **Section V: Curriculum Pacing Guide**

<b>Curriculum Pacing Guide</b>	
<b>Course Title:</b> <i>Songwriting</i>	<b>Grade Level:</b> 9-12
<b>Unit I:</b> Songwriting and Music Technology Fundamentals	Weeks 1-3
<b>Unit II:</b> Introduction to Covers	Weeks 4-8
<b>Unit III:</b> Introduction to Covers II	Weeks 9-12
<b>Unit IV:</b> Introduction to Originals I	Weeks 13-16
<b>Unit V:</b> Introduction to Originals II	Weeks 17-20

#### **Section VI: Primary Texts and Year Long Instructional Resources**

The following texts and instructional resources are employed in *Songwriting*:

- *Common Sense Education* ([www.commonsense.org](http://www.commonsense.org))
- Google Classroom
- MIDI Keyboards
- Headphones
- Microphones
- Pro Tools
- Logic

### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in *Songwriting* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

### **Section VIII: Unit Templates**

The following unit templates have been established for the *Songwriting* curriculum:

<b>Unit I: Songwriting and Music Technology Fundamentals</b>	
<b>Unit Summary</b>	
<p>Students will be introduced to the vital building blocks of songwriting. These building blocks include lyrics, melody, and harmony. The instructor will introduce students to the basics of guitar and piano. Students will begin guitar and piano basics by playing only the bass line on their respected instruments, making the switch to chords much easier. Students will also be introduced for the first time with the materials found in the classroom and become acclimated with the basics of the digital audio workstations found in the classroom so that they may use them in future units. The instructor will introduce recording materials found in the classroom such as microphones, instruments, and interfaces.</p>	
<b>Standards/Core Ideas/Performance Expectations</b>	
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Songwriting</i>:</p> <ul style="list-style-type: none"> <li>• <i>2020 New Jersey Student Learning Standards in Visual and Performing Arts: 9-12</i> <ul style="list-style-type: none"> <li>○ <i>1.3B-Music Composition and Theory</i> <ul style="list-style-type: none"> <li>■ <i>1.3B.12prof.Cn10a, 1.3B.12acc.Cn10a, 1.3B.12adv.Cn10a</i></li> <li>■ <i>1.3B.12prof.Cn11a, 1.3B.12acc.Cn11a, 1.3B.12adv.Cn11a</i></li> </ul> </li> <li>○ <i>1.3E-Music Technology</i> <ul style="list-style-type: none"> <li>■ <i>1.3E.12prof.Cr1a, 1.3E.12acc.Cr1a, 1.3E.12adv.Cr1a</i></li> <li>■ <i>1.3E.12prof.Cr2a, 1.3E.12acc.Cr2a, 1.3E.12adv.Cr2a</i></li> <li>■ <i>1.3E.12prof.Pr6a-6b, 1.3E.12acc.Pr6a-6b, 1.3E.12adv.Pr6a-6b</i></li> <li>■ <i>1.3E.12prof.Re8a, 1.3E.12acc.Re8a, 1.3E.12adv.Re8a</i></li> <li>■ <i>1.3E.12prof.Re9a, 1.3E.12acc.Re9a, 1.3E.12adv.Re9a</i></li> </ul> </li> </ul> </li> <li>• <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>○ <i>9.4.2.CI.1-2, 9.4.12.CT.2, etc.</i></li> </ul> </li> </ul>	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What makes lyrical content special to you?</li> <li>• What are the notes of the guitar?</li> <li>• What are the notes of the piano?</li> <li>• What are the common ways of approaching songwriting?</li> <li>• What are the main building blocks of a successful song?</li> <li>• What technology is found in the classroom, and how can we access it?</li> </ul>	<ul style="list-style-type: none"> <li>• Music lyrics can convey profound meaning or significance to listeners.</li> <li>• The Guitar strings are EADGBE (Eat A Darn Good Breakfast Everyday).</li> <li>• A major scale is built on whole steps and half steps. The order of these whole steps and half steps are whole whole half whole whole whole half (WWHWWH).</li> <li>• Chords are often numbered and spelled using Roman Numerals using the major scale.. These Roman numerals are numbers 1-7 and spelled I, ii, iii, IV, V, vi, viio.</li> <li>• Songwriting often starts with a simple idea that is fleshed out. For example, a guitar riff, a chord progression, a lyrical theme, or a form.</li> <li>• The main building blocks of a successful song are lyrics, melody, harmony, and song form.</li> </ul>

	<ul style="list-style-type: none"> <li>The classroom is equipped with an audio interface, computers with Pro Tools, microphones, instruments, and amps. This technology enables the songwriting process to be successful.</li> </ul>
Evidence of Learning	
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>Short musical chord creation activity</li> <li>Lyric writing activities</li> <li>(optional assessment: if you are advanced and would like to share a song upfront you are welcome to do so)</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li><a href="#">Unit 1 Project (Write a melody over the I-IV Chord)</a></li> <li>Guitar basic anatomy check</li> <li>Piano basic</li> </ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Computers</li> <li>MIDI Keyboards</li> <li>Audio Interface</li> <li>Pro Tools</li> <li>Microphones</li> </ul>	

Unit II: Introduction to Covers	
Unit Summary	
<p>Students will begin analyzing other artist's work for the first time. This unit will include an in depth look at other artist's lyrics, melodies, and chord progressions. Students will also look at covers for the first time, discussing notable examples of commercial covers. The class will be able to identify artists they would like to emulate in the ongoing units. Building upon Unit I, students will now look at the roman numerals of chords used in other songs for deep analysis. Students will compare these chord roman numerals with other songs they like and find similarities. A deep look at previously used pentatonic scale melodies will also be incorporated, ensuring catchy hooks for choruses.</p>	
Standards/Core Ideas/Performance Expectations	
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Songwriting</i>:</p> <ul style="list-style-type: none"> <li><i>2020 New Jersey Student Learning Standards in Visual and Performing Arts: 9-12</i> <ul style="list-style-type: none"> <li><i>1.3B-Music Composition and Theory</i> <ul style="list-style-type: none"> <li><i>1.3B.12prof.Cn10a, 1.3B.12acc.Cn10a, 1.3B.12adv.Cn10a</i></li> <li><i>1.3B.12prof.Cn11a, 1.3B.12acc.Cn11a, 1.3B.12adv.Cn11a</i></li> </ul> </li> <li><i>1.3E-Music Technology</i> <ul style="list-style-type: none"> <li><i>1.3E.12prof.Cr1a, 1.3E.12acc.Cr1a, 1.3E.12adv.Cr1a</i></li> <li><i>1.3E.12prof.Cr2a, 1.3E.12acc.Cr2a, 1.3E.12adv.Cr2a</i></li> <li><i>1.3E.12prof.Pr4a-4c, 1.3E.12acc.Pr4a-4c, 1.3E.12adv.Pr4a-4c</i></li> <li><i>1.3E.12prof.Pr5a, 1.3E.12acc.Pr5a, 1.3E.12adv.Pr5a</i></li> <li><i>1.3E.12prof.Pr6a-6b, 1.3E.12acc.Pr6a-6b, 1.3E.12adv.Pr6a-6b</i></li> <li><i>1.3E.12prof.Re7a-7b, 1.3E.12acc.Re7a-7b, 1.3E.12adv.Re7a-7b</i></li> <li><i>1.3E.12prof.Re8a, 1.3E.12acc.Re8a, 1.3E.12adv.Re8a</i></li> <li><i>1.3E.12prof.Re9a, 1.3E.12acc.Re9a, 1.3E.12adv.Re9a</i></li> </ul> </li> </ul> </li> <li><i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>9.4.2.CI.1-2, 9.4.12.CT.2, etc.</li> </ul> </li> </ul>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>How can we utilize other music to help inspire our own?</li> <li>What are the most common chord progressions used in pop besides the I-IV chords?</li> <li>What makes for a successful cover?</li> </ul>	<ul style="list-style-type: none"> <li>We can utilize other music by taking an in-depth look at other artist's techniques. Students will choose artists that they would like to emulate and choose lyrics, melodies, and progressions that resonate with them. They will then reflect on how they may use these influences in their own work.</li> <li>The pentatonic scale is constantly used to create catchy melodies.</li> <li>Successful covers often include a unique spin on the original. Exploration of the different types of attitudes artists explore, instrumentation and style when covering a song is essential to understanding/interpretation.</li> </ul>
Evidence of Learning	
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>Personal slideshows on artists who inspire us</li> <li>coursework</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li><a href="#">Unit 2 Songwriting Project (Slide Show on Artists)</a></li> </ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Computers</li> <li>MIDI Keyboards</li> <li>Audio Interface</li> </ul>	

● Noteflight syncing song exercise		● Pro Tools ● Microphones
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### Unit III: Introduction to Covers II

#### Unit Summary

This unit is designed to introduce students to performing other artist's work. Similar to how visual and other performing artists emulate their influences to better their own work, students will work towards emulating their influences and examining how this will help their own work in future units. This unit will take an in depth look at specific decades and genres that sprung from these years so the student can find a genre that best fits them in their musical journey. It is time for students to use class time to practice by themselves, however the instructor will engage in progress checks every two days.

#### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Songwriting*:

- *2020 New Jersey Student Learning Standards in Visual and Performing Arts: 9-12*
  - *1.3B-Music Composition and Theory* \
    - *1.3B.12prof.Pr4a-c, 1.3B.12acc.Pr4aa-c, 1.3B.12adv.Pr4aa-c*
    - *1.3B.12prof.Pr5a-c, 1.3B.12acc.Pr5a-c, 1.3B.12adv.Pr5a*
    - *1.3B.12prof.Re7a-b, 1.3B.12acc.Re7a-b, 1.3B.12adv.Re7a-b*
  - *1.3E-Music Technology*
    - *1.3E.12prof.Pr4a-4c, 1.3E.12acc.Pr4a-4c, 1.3E.12adv.Pr4a-4c*
    - *1.3E.12prof.Pr5a, 1.3E.12acc.Pr5a, 1.3E.12adv.Pr5a*
    - *1.3E.12prof.Re7a-7b, 1.3E.12acc.Re7a-7b, 1.3E.12adv.Re7a-7b*
    - *1.3E.12prof.Re8a, 1.3E.12acc.Re8a, 1.3E.12adv.Re8ea*
    - *1.3E.12prof.Re9a, 1.3E.12acc.Re9a, 1.3E.12adv.Re9a,*
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.4.2.CI.1-2, 9.4.12.CT.2, etc.

#### Unit Essential Questions

- What instrumentation should we use when covering another artist's work?
- How can we pace ourselves when writing and performing music?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

#### Unit Enduring Understandings

- The different types of instrumentation for covers can be seemingly endless. Often pianos can be arranged for guitars and vice versa.
- When finding one's own style, it is important to analyze one's own likes and interests. Bringing this to performances may include using instrumental techniques unique to each individual musician, lyrics unique to one's own life, and melodies that one has written or heard in the past.
- Melodic ideas, song form ideas, lyrical ideas, and anything else that comes to mind should be coveted for future writing projects.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

#### Evidence of Learning

##### Formative Assessment:

- Class song analysis
- Song form demonstrations
- Coursework

##### Summative Assessment:

- [Unit 3 Project: Full Live or Recorded Cover](#)

##### Resources Needed:

- Computers
- MIDI Keyboards
- Audio Interface
- Pro Tools
- Microphones

### Unit IV: Introduction to Originals I

#### Unit Summary

Students will now apply their understanding of song form, lyrics, melody, and harmony from the previous units on covers to begin constructing their own music. The cover units have provided students with a solid foundation to build off of, and students will now begin writing their own material over already established chord progressions, rhythms, and melodies. Students may use chord progressions and lyrical ideas found in Unit I, favorite genres discussed in Unit II, and ideas from their cover in Unit III to build this original song.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Songwriting*:

- *2020 New Jersey Student Learning Standards in Visual and Performing Arts: 9-12*
  - *1.3B-Music Composition and Theory*
    - *1.3B.12prof.Cr1a,*
    - *1.3B.12prof.Cr2a-b*
    - *1.3B.12prof.Cr3a-b*
    - *1.3B.12prof.Re7a-b, 1.3B.12acc.Re7a-b, 1.3B.12adv.Re7a-b*
    - *1.3B.12prof.Re8a, 1.3B.12acc.Re8a, 1.3B.12adv.Re8a*
    - *1.3B.12prof.Re9a-b*
    - *1.3B.12prof.Cn10a*
  - *1.3E-Music Technology*
    - *1.3E.12prof.Cr1a, 1.3E.12acc.Cr1a, 1.3E.12adv.Cr1a*
    - *1.3E.12prof.Cr2a, 1.3E.12acc.Cr2a, 1.3E.12adv.Cr2a*
    - *1.3E.12prof.Pr5a, 1.3E.12acc.Pr5a, 1.3E.12adv.Pr5a*
    - *1.3E.12prof.Re7a-7b, 1.3E.12acc.Re7a-7b, 1.3E.12adv.Re7a-7b*
    - *1.3E.12prof.Re8a, 1.3E.12acc.Re8a, 1.3E.12adv.Re8ea*
    - *1.3E.12prof.Re9a, 1.3E.12acc.Re9a, 1.3E.12adv.Re9a*
    - *1.3B.12prof.Cn10a, 1.3B.12acc.Cn10a, 1.3B.12adv.Cn10a*
    - *1.3B.12prof.Cn11a, 1.3B.12acc.Cn11a, 1.3B.12adv.Cn11a*
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - *9.4.2.CI.1-2, 9.4.12.CT.2, etc.*

### Unit Essential Questions

- What is a click track?
- How do songwriters use acquired skills to compose music?
- How do songwriters begin to compose original pieces?
- How can we borrow from previously established songs to aid in our songwriting?

### Unit Enduring Understandings

- A click track is an essential part of recording studio music. It is a track with a metronome that keeps perfect timing for you. It is beneficial for musicians to be able to record with a click track.
- Songwriters often compose music starting with small cells of information and building off of them, with form in mind.
- Already written songs are valuable treasure chests of information. They contain melodies, harmonies, and lyrics that you yourself can take and manipulate to your choosing, which many amazing artists have done.

### Evidence of Learning

#### Formative Assessment:

- Songwriting checkpoints
- Lyrics journal
- coursework

#### Summative Assessment:

- [Unit 4 Project: Write a Catchy Chorus](#)

#### Resources Needed:

- Computers
- MIDI Keyboards
- Audio Interface
- Pro Tools
- Microphones

## Unit V: Introduction to Originals II

### Unit Summary

This unit is designed for students to branch out and create music completely unique to them, whether it uses an already established chord progression or theme, or whether the student wants to build upon their own structure. Students will be encouraged to explore all aspects of song form ranging from verse, pre choruses, choruses, vamps, solos, and intro-outros.

Standards/Core Ideas/Performance Expectations		
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Songwriting</i>:</p> <ul style="list-style-type: none"> <li>● 2020 New Jersey Student Learning Standards in Visual and Performing Arts: 9-12               <ul style="list-style-type: none"> <li>○ 1.3B-Music Composition and Theory                   <ul style="list-style-type: none"> <li>■ 1.3B.12prof.Cn10a, 1.3B.12acc.Cn10a, 1.3B.12adv.Cn10a</li> <li>■ 1.3B.12prof.Cn11a, 1.3B.12acc.Cn11a, 1.3B.12adv.Cn11a</li> </ul> </li> <li>○ 1.3E-Music Technology                   <ul style="list-style-type: none"> <li>■ 1.3E.12prof.Cr1a, 1.3E.12acc.Cr1a, 1.3E.12adv.Cr1a</li> <li>■ 1.3E.12prof.Cr2a, 1.3E.12acc.Cr2a, 1.3E.12adv.Cr2a</li> <li>■ 1.3E.12prof.Pr5a, 1.3E.12acc.Pr5a, 1.3E.12adv.Pr5a</li> <li>■ 1.3E.12prof.Re7a-7b, 1.3E.12acc.Re7a-7b, 1.3E.12adv.Re7a-7b</li> <li>■ 1.3E.12prof.Re8a, 1.3E.12acc.Re8a, 1.3E.12adv.Re8a</li> <li>■ 1.3E.12prof.Re9a, 1.3E.12acc.Re9a, 1.3E.12adv.Re9a</li> </ul> </li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills               <ul style="list-style-type: none"> <li>○ 9.4.2.CI.1-2, 9.4.12.CT.2, etc.</li> </ul> </li> </ul>		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● What techniques and skills are unique to your own songwriting?</li> <li>● What are all of the essential building blocks of song form?</li> </ul>	<ul style="list-style-type: none"> <li>● Songwriters work to create a unique style by focusing on what music and aesthetics they like. Successful songwriters are able to take this style and expand and manipulate it to create their own songwriting process.</li> <li>● Musical compositions consist of smaller chunks, often called building blocks, that come together to form a cohesive piece. Some elements of song form include intros, outros, verses, choruses, solos, and bridges.</li> </ul>	
Evidence of Learning		
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● Original song checkpoints</li> <li>● Song analysis do-nows</li> <li>● coursework</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● <a href="#">Final Project: Completed Original Song</a></li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Computers</li> <li>● MIDI Keyboards</li> <li>● Audio Interface</li> <li>● Pro Tools</li> <li>● Microphones</li> </ul>

### **Section IX: Unit Reflection**

The *Songwriting* instructional team must confer upon the completion of each instructional unit in the *Songwriting* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Songwriting* Curriculum.

Unit Reflection Form: <i>Songwriting</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 <sup>st</sup> century skills;			

Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			