HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH HIGH SCHOOL MUSIC CURRICULUM MUSIC THEORY I AUGUST 2019

Music Theory I Grades 9-12 Course Overview

This semester-long elective class for students in any grade level is an introduction into the fundamentals of music, music performance, and music writing. The class meets every day for approximately 50 minutes for two marking periods, culminating with a final exam at the end of the second consecutive marking period. There are no prerequisites for this course, and students do not need any prior musical knowledge in order to be successful. Content areas include introductions to the mechanics of music (pitch names, meters, and writing skills), history, major and minor key signatures and scales, harmony (intervals and chords), listening, ear training, and musical analysis. There are three distinct areas of music theory: aural (listening), performance (sight-singing), and written work, in which all students are expected to actively participate.

Students interested in music at a fundamental level and students interested in music-related careers are encouraged to enroll in this course.

This 2.5 credit semester course helps fulfill the state graduation requirements for "at least 5 credits in Visual and Performing Arts."

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Core Arts Standards for the Visual and Performing Arts.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Written	35	1.1 The	How are the	Music changes over	Write music	Class discussion in	Literacy Integration:	9.1 Content
Music	minutes	Creative	elements of	time due to cultural	notation with	which students are	L.9-10.1. & L.11-12.1.	Statement -
Theory	per	Process: All	music used to	shifts, events in	clear manuscript	able to explore the		Collaboration and
	class	students will	create a	world history, and	penmanship.	elements of music	of the conventions of	teamwork enable
		demonstrate an	musical work?	technological		guided by essential	standard English	individuals or
		understanding		advances.	Identify and	questions.	grammar and usage	groups to achieve
		of the elements	Why is it		notate notes		when writing or	common goals
		and principles	important for	There are many	properly on a	In-class evaluation	speaking.	with greater
		that govern the	all the	different reasons	staff.	of student		efficiency.
		creation of		understandings.	L.9-10.2. & L.11-12.2.			
		works of art in	music to be	written and	Differentiate		Demonstrate command	9.1 Content
		dance, music,	present when	performed,	among treble, C,	Identification and	of the conventions of	Statement -
		theatre, and	composing a	including	and bass clefs.	duplication of	standard English	Leadership
		visual art.	musical work?	communication,		basic music	capitalization,	abilities develop
				emotional	Identify and	notation evaluated	punctuation, and	over time through
		1.4 Aesthetic	How has the	expression,	create on	by the teacher.	spelling when writing.	participation in
		Responses and	change in	storytelling, and the	manuscript paper			groups and/or
		Critique	music notation	commemoration of	the treble clef.	Identification and	L.9-10.5. & L.11-12.5.	teams that are
		Methodologies:	impacted the	a person or event.		duplication of	Demonstrate	engaged in
		All students	creation of		Identify and	musical symbols,	understanding of	challenging or
		will	music over	Knowledge of the	create on	including but not	figurative language,	competitive
		demonstrate	time?	symbolic notational	manuscript paper	limited to treble	word relationships, and	activities.
		and apply an		system used for	the bass clef.	clef, bass clef, C	nuances in word	
		understanding	Why is the use	performing and		clef, staff, grand	meanings.	9.4.12.A.11 Apply
		of arts	of ledger lines	writing music is	Identify and	staff, and ledger		active listening
		philosophies,	necessary for	essential for	create on	lines, evaluated by	L.9-10.6. & L.11-12.6.	skills to obtain and
		judgment, and	musical	lifelong	manuscript paper	the teacher.	Acquire and use	clarify information.
		analysis to	fluency?	understanding and	the C clef.		accurately general	
		works of art in		appreciation of		Identification and	academic and domain-	9.4.12.A.41
		dance, music,	How can	music on a deeper	Identify	duplication of	specific words and	Evaluate
		theatre, and	music notation	level.	differences in note	notes on a staff and	phrases, sufficient for	organizational
		visual art.	impact a	TY 1 . 11 . 2	duration and how	grand staff, in	reading, writing,	policies and
			musician's	Understanding of	that applies to	treble and bass	speaking, and listening	procedures that
		1.1.12.B.1	ability to read	the role,	music notation.	clefs, evaluated by	at the college and	contribute to
		Examine how	music	development, and		the teacher.	career readiness level;	continuous
		aspects of	fluently?	influence of music			demonstrate	improvement in

meter, rhythm,	throughout history	Properly	In-class evaluation	independence in	performance and
tonality,	increases	handwrite music	of student	gathering vocabulary	compliance.
intervals,	appreciation of the	notes focusing on	understandings.	knowledge when	
chords, and	art form.	placement in the	<i>B</i>	considering a word or	9.4.12.C.(4).7
harmonic		staff, as well as		phrase important to	Demonstrate a
progressions	Human	notehead, stem,		comprehension or	varied repertoire of
are organized	understanding and	flag, and beam		expression.	music through
and	communication are	placement		1	vocal or
manipulated to	enhanced through	F		RL.9-10.6. Analyze a	instrumental
establish unity	music.	Identify middle C		particular point of view	performance, alone
and variety in		and other octave		or cultural experience	and with others, to
genres of	Through the study	Cs, both on a		reflected in a work of	show competence
musical	of the arts, people	grand staff and on		literature from outside	with fundamental
compositions.	learn to make	a piano using C1,		the United States,	elements used in
	informed critical	C2, C3, C4, C5,		drawing on a wide	the pathway.
1.3.12.B.2	judgments and learn	C6, C7, and C8		reading of world	
Analyze how	to respect one's	indicators.		literature.	9.4.12.C.(4).5
the elements of	own expression and				Demonstrate
music are	those of others.	Construct a major		RI.9-10.2. Determine a	knowledge of
manipulated in		scale using half		central idea of a text	music theory to
original or	The critical process	and whole steps.		and analyze its	convey an
prepared	of observing,			development over the	understanding of
musical scores.	describing,	Construct a minor		course of the text,	fundamental
	analyzing,	scale using half		including how it	themes and
	interpreting, and	and whole steps.		emerges and is shaped	patterns.
	evaluating leads to			and refined by specific	
	informed judgments	Identify by sight		details; provide an	9.4.12.C.(4).6
	regarding the	and write all 15		objective summary of	Analyze aural
	relative merits of	key signatures in		the text.	examples of
	musical works.	both treble and			musical
		bass clefs.		RI.9-10.3. Analyze how	compositions
	Technology			the author unfolds an	representing
	impacts the creation	Read and use in		analysis or series of	diverse styles,
	and performance of	notational		ideas or events,	cultures, and
	music.	example all		including the order in	historical periods
		accidentals and		which the points are	to build a broad
	Career insights are	enharmonic		made, how they are	understanding of
	gained through the	equivalents.		introduced and	the styles in the
	integration of			developed, and the	pathway.
	knowledge and	Read and use in		connections that are	
	ideas from	notation all major		drawn between them.	

	ran	adings,	and minor key	<u> </u>		CRP1. Act as a
		servations,	signatures using		RI.11-12.2. Determine	responsible and
		scussions, and	the Circle of		two or more central	contributing citizen
		nds-on work.	Fifths.		ideas of a text and	and employee.
	liai	ilus-oli work.	Tituis.			and employee.
	M	usic expresses	Identify scale		analyze their development over the	CRP2. Apply
		d inspires	•		course of the text,	appropriate
		_	degree names (tonic, supertonic,		including how they	academic and
	Cle	eativity.	mediant,		interact and build on	technical skills.
	M	usis is present	subdominant,			technical skins.
		usic is present	dominant,		one another to provide	CRP4.
					a complex analysis;	CRP4. Communicate
	eve	ery culture.	submediant, and		provide an objective	
			leading		summary of the text.	clearly and
			tone/subtonic).		W.9-10.1. & W.11-	effectively and
			D 1 1 4 4			with reason.
			Read and notate		12.1. Write arguments	CDD5 Committee
			all meter		to support claims in an	CRP5. Consider
			signatures in		analysis of substantive	the environmental,
			simple duple,		topics or texts, using	social and
			simple triple,		valid reasoning and	economic impacts
			simple quadruple,		relevant and sufficient	of decisions.
			and simple		evidence.	CDD (
			asymmetrical		****	CRP6.
			from 16 th note		W.9-10.2. & W.11-	Demonstrate
			through whole		12.2. Write	creativity and
			note beat		informative/explanatory	innovation.
			divisions.		texts to examine and	anno vviii
					convey complex ideas,	CRP8. Utilize
			Read, identify,		concepts, and	critical thinking to
			and notate all		information clearly and	make sense of
			major, minor,		accurately through the	problems and
			perfect,		effective selection,	persevere in
			augmented, and		organization, and	solving them.
			diminished		analysis of content.	
			intervals and			CRP9. Model
			inversions.		W.9-10.3. & W.11-	integrity, ethical
					12.3. Write narratives	leadership and
			Read and notate		to develop real or	effective
			all major, minor,		imagined experiences	management.
			augmented, and		or events using	
					effective technique,	

		diminished triads and inversions.	well-chosen details, and well-structured event	CRP10. Plan education and
			sequences.	career paths aligned to personal
			W.9-10.4. & W.11- 12.4. Produce clear and	goals.
			coherent writing in	CRP11. Use
			which the development,	technology to
			organization, and style	enhance
			are appropriate to task,	productivity.
			purpose, and audience. (Grade-specific	CRP12. Work
			expectations for writing	productively in
			types are defined in	teams while using
			standards 1–3 above.)	cultural global
				competence.
			W.9-10.5. & W.11-	
			12.5. Develop and strengthen writing as	
			needed by planning,	
			revising, editing,	
			rewriting, or trying a	
			new approach, focusing	
			on addressing what is most significant for a	
			specific purpose and	
			audience.	
			W.9-10.6. & W.11-	
			12.6. Use technology, including the Internet,	
			to produce, publish, and	
			update individual or	
			shared writing	
			products, taking	
			advantage of technology's capacity	
			to link to other	
			information and to	
			display information	

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			flexibly and
			dynamically.
			W.9-10.8. & W.11-
			12.8. Gather relevant
			information from
			multiple authoritative
			print and digital
			sources, using
			advanced searches
			effectively; assess the
			usefulness of each
			source in answering the
			research question;
			integrate information
			into the text selectively
			to maintain the flow of
			ideas, avoiding
			plagiarism and
			following a standard
			format for citation.
			W.9-10.9. & W.11-
			12.9. Draw evidence
			from literary or
			informational texts to
			support analysis,
			reflection, and research.
			SL.9-10.6. & SL.11-
			12.6. Adapt speech to a
			variety of contexts and
			tasks, demonstrating
			command of formal
			English when indicated
			or appropriate.
			SL.9-10.1. & SL.11-
			12.1. Initiate and
			participate effectively
			in a range of
		 	 <u> </u>

			collaborative
			discussions (one-on-
			one, in groups, and
			teacher-led) with
			diverse partners on
			grades 11–12 topics,
			texts, and issues,
			building on others'
			ideas and expressing
			their own clearly and
			persuasively.
			persuasivery.
			Health & Phys Ed
			Integration:
			2.5.12.B.2. Apply a
			variety of mental
			strategies to improve
			performance.
			•
			2.2.12.C.2. Judge how
			individual or group
			adherence, or lack of
			adherence, to core
			ethical values impacts
			the local, state,
			national, and
			worldwide community.
			2.2.12.A.2.
			Demonstrate strategies
			to prevent, manage, or
			resolve interpersonal
			conflicts.
			2.4.12.A.3. Analyze
			how personal
			independence, past
			experience, and social
			responsibility influence
			the choice of friends in

high school and young adulthood. 2.4.12.A.6. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships. World Language Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience	T T	<u> </u>		1.1.1111
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relationships. World Language Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				and global interpersonal
World Language Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				
Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				
Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				World Language
7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				
(Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				
Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				
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Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				memorized words and
Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				phrases that bring
Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				
Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				
Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				Technology
8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience				
edit a multi-page document for a commercial or professional audience				8.1.12.A.2 Produce and
document for a commercial or professional audience				
commercial or professional audience				
professional audience				
voine deal-ton				
using desktop				
publishing and/or				publishing and/or
graphics software.				graphics software.
8.1.12.A.3 Participate				
in online courses,				
learning communities,				learning communities,
social networks, or				social networks, or
				virtual worlds and

	recognize them as resources for lifelong learning.
	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
	8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address
	educational, career, personal, and social needs.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
History,	30	1.2 History of the	How does	Music changes	Categorize	Teacher-led	Literacy Integration:	9.1 Content
Culture,	minutes	Arts and Culture: All	culture shape the	over time due to	significant	discussion in	L.9-10.1. & L.11-12.1.	Statement -
and	per week	students will	sound of music?	cultural shifts,	pieces and	class regarding	Demonstrate command	Collaboration
Listening		understand the role,		events in world	composers by	stylistic and	of the conventions of	and teamwork
		development, and	In what ways	history, and	musical period	era-specific	standard English	enable
		influence of the arts	have	technological	based on	musical	grammar and usage	individuals or
		throughout history	technological	advances.	musical	nuances.	when writing or	groups to
		and across cultures.	advances		characteristics.		speaking.	achieve
			changed the	There are many		Listening		common goals
		1.4 Aesthetic	sound of music	different reasons	Compare and	activity where	L.9-10.2. & L.11-12.2.	with greater
		Responses and	over time?	why music is	contrast the use	students will	Demonstrate command	efficiency.
		Critique		written and	of elements of	compare and	of the conventions of	
		Methodologies: All	Why is knowing	performed,	rhythm, tempo,	contrast	standard English	9.1 Content
		students will	the history of	including	pitch, and meter	characteristics	capitalization,	Statement -
		demonstrate and	music important	communication,	between	of what they	punctuation, and	Leadership
		apply an	to the	emotional	musical genres.	hear.	spelling when writing.	abilities
		understanding of arts	understanding of	expression,				develop over
		philosophies,	the evolution of	storytelling, and	Evaluate the	Through the	L.9-10.5. & L.11-12.5.	time through
		judgment, and	music that is	the	impact of	use of digital	Demonstrate	participation
		analysis to works of	current today?	commemoration of	instrument	media and/or	understanding of	in groups
		art in dance, music,		a person or event.	design on the	live	figurative language,	and/or teams
		theatre, and visual	How do the		composition	performances,	word relationships, and	that are
		art.	elements of	Knowledge of the	and	the students	nuances in word	engaged in
		1010110	music differ	symbolic notational	performance of	will observe	meanings.	challenging or
		1.2.12.A.1 Determine	across time	system used for	music from	and evaluate	X 0 10 6 0 X 11 12 6	competitive
		how dance, music,	periods and	performing and	various time	pieces from	L.9-10.6. & L.11-12.6.	activities.
		theatre, and visual art	cultures?	writing music is	periods.	different	Acquire and use	9.4.12.A.11
		have influenced	177 1	essential for	M 1 1 2	composers and	accurately general	Apply active
		world cultures	How do events	lifelong	Make aesthetic	eras for	academic and domain-	listening skills
		throughout history.	in world history	understanding and	judgments	elements of	specific words and	to obtain and
		1 0 10 A 0 Instifts the	impact the	appreciation of	based on	style,	phrases, sufficient for	clarify
		1.2.12.A.2 Justify the	creation of music	music on a deeper	personal criteria	articulation,	reading, writing,	information.
		impact of innovations	over time?	level.	for determining	and	speaking, and listening	0.4.12.4.41
		in the arts (e.g., the			musical	characteristics	at the college and	9.4.12.A.41
		availability of music			preference.	of the	career readiness level;	Evaluate

Lonling) on against L. Why door L. Lindarstanding of L. Londarstanding of L. Londarstanding L. Londarstanding	organizational
online) on societal why does Understanding of the role, Evaluate the musical era. Independence in	0
	policies and
	procedures
historical eras. more frequently influence of music used to identify Written and/or knowledge when	that contribute
than serious, or throughout history individual digital considering a word or	to continuous
1.4.12.A.1 Use concert, music? increases composers' research phrase important to	improvement
contextual clues to appreciation of the music. assignments comprehension or	in
differentiate between art form. and class expression.	performance
unique and common Understand the presentations.	and
properties and to Human cultural and RL.9-10.6. Analyze a	compliance.
discern the cultural understanding and historical events particular point of view	9.4.12.C.(4).7
implications of works communication are that influenced or cultural experience	Demonstrate a
of dance, music, enhanced through individual reflected in a work of	varied
theatre, and visual music. composers' literature from outside	repertoire of
art. musical works. the United States,	music through
Through the study drawing on a wide	vocal or
1.4.12.B.2 Evaluate of the arts, people Research major reading of world	instrumental
how an artist's learn to make event in literature.	performance,
technical proficiency informed critical composer's	alone and with
may affect the judgments and lives and how RI.9-10.2. Determine a	others, to
creation or learn to respect those events central idea of a text	show
presentation of a one's own affected the and analyze its	competence
work of art, as well expression and music of that development over the	with
as how the context in those of others. time period. course of the text,	fundamental
which a work is including how it	elements used
performed or shown The critical process Suggested emerges and is shaped	in the
may impact of observing, Activity: and refined by specific	pathway.
perceptions of its describing, Through the use details; provide an	
significance/meaning. analyzing, of traditional objective summary of	
interpreting, and and digital the text.	
evaluating leads to media, the	
informed students will RI.9-10.3. Analyze how	
judgments research and the author unfolds an	
regarding the compose analysis or series of	
relative merits of journal entries ideas or events,	
musical works. and/or including the order in	
correspondence which the points are	
Technology letters, made, how they are	
impacts the embodying their introduced and	
creation and chosen developed, and the	
composer and	

performance of	the major event	connections that are
music.	that most	drawn between them.
	influenced that	
Career insights are	composer's life.	RI.11-12.2. Determine
gained through the		two or more central
integration of	Identify eras of	ideas of a text and
knowledge and	pieces by	analyze their
ideas from	listening to	development over the
readings,	examples of	course of the text,
observations,	that genre.	including how they
discussions, and		interact and build on
hands-on work.	Aurally identify	one another to provide
	several major	a complex analysis;
Music expresses	classical/serious	provide an objective
and inspires	works.	summary of the text.
creativity.		building of the toxt.
orounvity.		W.9-10.1. & W.11-
Music is present		12.1. Write arguments
and purposeful in		to support claims in an
every culture.		analysis of substantive
every culture.		topics or texts, using
		valid reasoning and
		relevant and sufficient
		evidence.
		evidence.
		W.9-10.2. & W.11-
		12.2. Write
		informative/explanatory
		texts to examine and
		convey complex ideas,
		concepts, and
		information clearly and
		accurately through the
		effective selection,
		organization, and
		analysis of content.
		W.9-10.3. & W.11-
		12.3. Write narratives
		to develop real or
		imagined experiences

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	or events using	
	effective technique,	
	well-chosen details, and	
	well-structured event	
	sequences.	
	W.9-10.4. & W.11-	
	12.4. Produce clear and	
	coherent writing in	
	which the development,	
	organization, and style	
	are appropriate to task,	
	purpose, and audience.	
	(Grade-specific	
	expectations for writing	
	types are defined in	
	standards 1–3 above.)	
	W.9-10.5. & W.11-	
	12.5. Develop and	
	strengthen writing as	
	needed by planning,	
	revising, editing,	
	rewriting, or trying a	
	new approach, focusing	
	on addressing what is	
	most significant for a	
	specific purpose and	
	audience.	
	audience.	
	W.9-10.6. & W.11-	
	12.6. Use technology,	
	including the Internet,	
	to produce, publish, and	
	update individual or	
	shared writing	
	products, taking	
	advantage of	
	technology's capacity	
	to link to other	
	information and to	

 	<u>, </u>		
		display info	rmation
		flexibly and	
		dynamically	
		W.9-10.8. &	W 11
		12.8. Gather	
		information	
		multiple aut	
		print and dig	
		sources, usin	ng
		advanced se	arches
		effectively;	assess the
		usefulness o	
		source in an	
		research que	
		integrate inf	
		into the text	
		to maintain	
		ideas, avoid	
		plagiarism a	
		following a	standard
		format for c	
		W.9-10.9. &	· W 11-
		12.9. Draw 6	
		from literary	
		information	
		support anal	
		reflection, as	
		SL.9-10.6. &	
		12.6. Adapt	speech to a
		variety of co	ontexts and
		tasks, demoi	
		command of	
		English whe	
		or appropria	
		or appropria	
		GI 0 10 1 G	2 CI 11
		SL.9-10.1. &	
		12.1. Initiate	
		participate e	ttectively

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						in a range of	
						collaborative	
						discussions (one-on-	
						one, in groups, and	
						teacher-led) with	
						diverse partners on	
						grades 11–12 topics,	
						texts, and issues,	
						building on others'	
						ideas and expressing	
						their even elecular and	
						their own clearly and	
						persuasively.	
						Health & Phys Ed	
						Integration:	
						2.5.12.B.2. Apply a	
						variety of mental	
						strategies to improve	
						performance.	
						2.2.12.C.2. Judge how	
						individual or group	
						adherence, or lack of	
						adherence, to core	
						ethical values impacts	
						the local, state,	
						national, and	
						worldwide community.	
						221242	
						2.2.12.A.2.	
						Demonstrate strategies	
						to prevent, manage, or	
						resolve interpersonal	
						conflicts.	
						2.4.12.A.3. Analyze	
						how personal	
						independence, past	
						experience, and social	
						responsibility influence	
						the choice of friends in	
	I					the choice of friends in	

	high school and young adulthood.
	2.4.12.A.6. Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
	Technology Integration: 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
	8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. 8.1.12.F.2 Analyze the capabilities and limitations of current and emerging

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					technology resources	
					and assess their	
					potential to address	
					educational, career,	
					personal, and social	
					needs.	
					Social Studies	
					Integration:	
					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.	
					6 2 W1.1	
					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.	
					6.2 Content Statement -	
					Ideas developed during	
					the Renaissance,	
					Scientific Revolution,	
					Reformation, and	
					Enlightenment led to	
					political, economic, and	
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				cultural changes that	
				have had a lasting	
				impact.	
				(212D2 D :	
				6.2.12.D.2.a Determine	
				the factors that led to	
				the Renaissance and the	
				impact on the arts.	
				62126215	
				6.2.12.C.3.d Determine	
				how, and the extent to	
				which, scientific and	
				technological changes,	
				transportation, and new	
				forms of energy	
				brought about massive	
				social, economic, and	
				cultural changes.	
				6.3 Active Citizenship	
				in the 21st Century All	
				students will acquire	
				the skills needed to be	
				active, informed	
				citizens who value	
				diversity and promote	
				cultural understanding	
				by working	
				collaboratively to	
				address the challenges	
				that are inherent in	
				living in an	
				interconnected world.	
				World Languages	
				Integration:	
				7.1 Content Statement	
				(Linguistic) - The	
				Novice-Mid language	
				learner understands and	
				communicates at	
L					

	the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
	7.1 Content Statement (Cultural) – Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Aural	30 minutes	1.1 The Creative	Why is it	Music changes	Sing major	Student notation	Literacy	9.1 Content
Skills -	per week	Process: All	important to have	over time due to	scales using	of a teacher	Integration:	Statement -
Sight-		students will	a basic	cultural shifts,	solfege syllables	played rhythm or	L.9-10.1.	Collaboration
Reading/		demonstrate an	understanding of	events in world	using movable	melody.	Demonstrate	and teamwork
Sight-		understanding of	major and minor	history, and	"Do".		command of the	enable
Singing &		the elements and	scales?	technological		Singing activity	conventions of	individuals or
Dictation		principles that		advances.	Accurately	where the students	standard English	groups to
		govern the	What is the		perform rhythm	will use proper	grammar and	achieve
		creation of works	significance of	There are many	examples using	solfege syllables	usage when	common goals
		of art in dance,	key signatures to	different reasons	rhythmic	and intervals	writing or	with greater
		music, theatre,	a musician?	why music is	counting with	either through	speaking.	efficiency.
		and visual art.		written and	various notes as	scales or simple	_	
			Why is the	performed,	the beat unit	melodies on a	Health & Phys	9.1 Content
		1.3 Performance	construction of a	including	(whole, half,	staff.	Ed Integration:	Statement -
		All students will	key signature	communication,	quarter, eighth,		2.5.12.B.2. Apply	Leadership
		synthesize those	significant?	emotional	sixteenth).	Singing activity	a variety of mental	abilities develop
		skills, media,		expression,		where the students	strategies to	over time
		methods, and	How and why are	storytelling, and	Perform various	will use scale	improve	through
		technologies	there three types	the	individual and 2-	degree numbers	performance.	participation in
		appropriate to	of minor scales?	commemoration	part rhythmic	instead of solfege		groups and/or
		creating,		of a person or	examples. The	syllables and will	2.2.12.C.2. Judge	teams that are
		performing,	Why is it	event.	2-part examples	sing through a	how individual or	engaged in
		and/or presenting	important to		will be with a	melody written	group adherence,	challenging or
		works of art in	know the	Knowledge of the	partner.	using those	or lack of	competitive
		dance, music,	difference	symbolic		numbers.	adherence, to core	activities.
		theatre, and visual	between parallel	notational system	Read and		ethical values	
		art.	and relative	used for	identify by	Through the use	impacts the local,	9.4.12.A.11
			minor scales?	performing and	solfege syllables	of listening CDs	state, national, and	Apply active
		1.4 Aesthetic		writing music is	all notes on the	or having it	worldwide	listening skills
		Responses and		essential for	treble and bass	played on an	community.	to obtain and
		Critique		lifelong	clef staves, as	instrument,	-	clarify
		Methodologies:		understanding and	well as ledger	students will	2.2.12.A.2.	information.
		All students will		appreciation of	lines above and	identify tonality	Demonstrate	
		demonstrate and		music on a deeper	below, within a	of simple	strategies to	9.4.12.A.41
		apply an		level.	given key	melodies.	prevent, manage,	Evaluate
		understanding of			signature.		or resolve	organizational

arts philosophies,	Understanding of		Through the use	interpersonal	policies and
judgment, and	the role,	Identify and	of listening CDs	conflicts.	procedures that
analysis to works	development, and	accurately	or having it		contribute to
of art in dance,	influence of music	perform intervals	played on an	2.4.12.A.3.	continuous
music, theatre,	throughout history	in the diatonic	instrument,	Analyze how	improvement in
and visual art.	increases	scale.	students will	personal	performance and
	appreciation of the		identify major vs.	independence, past	compliance.
1.3.12.B.2	art form.	Read and	minor scales.	experience, and	
Analyze how the		perform major		social	9.4.12.C.(4).7
elements of music	Human	and natural	In-class	responsibility	Demonstrate a
are manipulated	understanding and	minor scales	evaluation of	influence the	varied repertoire
in original or	communication	using the voice.	student	choice of friends	of music
prepared musical	are enhanced		understandings.	in high school and	through vocal or
scores.	through music.	Listen to a		young adulthood.	instrumental
		rhythm			performance,
1.1.12.B.1	Through the study	performed by the		2.4.12.A.6.	alone and with
Examine how	of the arts, people	teacher or a peer,		Analyze how	others, to show
aspects of meter,	learn to make	and accurately		various	competence
rhythm, tonality,	informed critical	notate it on a		technologies	with
intervals, chords,	judgments and	staff (rhythmic		impact the	fundamental
and harmonic	learn to respect	dictation).		development and	elements used in
progressions are	one's own			maintenance of	the pathway.
organized and	expression and	Listen to a		local and global	
manipulated to	those of others.	simple melody		interpersonal	9.4.12.C.(4).5
establish unity		performed by the		relationships.	Demonstrate
and variety in	The critical	teacher or a peer,			knowledge of
genres of musical	process of	and accurately		Social Studies	music theory to
compositions.	observing,	notate it on a		Integration:	convey an
1,410,71	describing,	staff (melodic		6.1 U.S. History:	understanding of
1.4.12.B.1	analyzing,	dictation).		America in the	fundamental
Formulate criteria	interpreting, and	A 11		World All	themes and
for arts evaluation	evaluating leads to	Aurally		students will	patterns.
using the	informed	distinguish,		acquire the	0.4.10.07(4).6
principles of	judgments	identify, and		knowledge and	9.4.12.C.(4).6
positive critique	regarding the	notate major and		skills to think	Analyze aural
and observation	relative merits of musical works.	all three forms of		analytically about	examples of musical
of the elements of	musicai works.	minor scales.		how past and	
art and principles	Taskaslass	A ,, mo 11x , i d a 4 ! fr -		present	compositions
of design, and use	Technology impacts the	Aurally identify		interactions of	representing
the criteria to	impacts the	and accurately		people, cultures,	diverse styles,
evaluate works of	creation and	notate intervals		and the	cultures, and

dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.	performance music. Career insight gained throug integration of knowledge an ideas from readings, observations, discussions, a hands-on work. Music express and inspires creativity. Music is press and purposeft every culture.	scale. ts are Aurally distinguish meter and rhythmic figures and accurately notate (rhythms will be in simple-duple, -triple, or — quadruple meter). ses Aurally distinguish rhythmic figures with dots and all in ties and	environment shape the American heritage. 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. 6.2 Content Statement - Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.	historical periods to build a broad understanding of the styles in the pathway. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
			cultural changes that have had a	Demonstrate creativity and
			6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.	CRP8. Utilize critical thinking to make sense of problems and

			6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of	persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.
			energy brought about massive social, economic, and cultural changes.	CRP10. Plan education and career paths aligned to personal goals.
			6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed	CRP11. Use technology to enhance productivity. CRP12. Work
			citizens who value diversity and promote cultural understanding by working collaboratively to address the	productively in teams while using cultural global competence.
			challenges that are inherent in living in an interconnected world. Technology	
			Integration: 8.1.12.A.2 Produce and edit a multi-page document for a	

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			commercial or
			professional
			audience using
			desktop publishing
			and/or graphics
			software.
			software.
			8.1.12.A.3
			Participate in
			online courses,
			learning
			communities,
			social networks, or
			virtual worlds and
			recognize them as
			resources for
			lifelong learning.
			8.1.12.D.2
			Demonstrate
			appropriate use of
			copyrights as well
			as fair use and
			Creative
			Commons
			guidelines.
			9 1 12 E 2
			8.1.12.F.2
			Analyze the
			capabilities and
			limitations of
			current and
			emerging
			technology
			resources and
			assess their
			potential to
			address
			educational,
			career, personal,
			and social needs.
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			World Language Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently ide ntify and recognize memorized words	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Performance	15	1.1 The Creative	Why is	Music changes	Perform	In-class	Literacy Integration:	9.1 Content
	minutes	Process: All students	performing	over time due to	major scales	evaluation of	SL.9-10.1. Initiate and	Statement -
	per	will demonstrate an	music theory	cultural shifts,	on the piano	student	participate effectively	Collaboration and
	week	understanding of the elements and	concepts on the piano or using	events in world history, and	or with voice.	understandings.	in a range of collaborative	teamwork enable individuals or
		principles that govern	one's voice	technological	Perform	Sight-reading	discussions (one-on-	groups to achieve
		the creation of works	significant to	advances.	natural minor	exercises.	one, in groups, and	common goals
		of art in dance,	one working		scales on the		teacher-led) with	with greater
		music, theatre, and	towards a	There are many	piano or with	Student	diverse partners on	efficiency.
		visual art.	greater	different reasons	voice.	performance of	grades 9–10 topics,	
			understanding	why music is		scales, intervals,	texts, and issues,	9.1 Content
		1.4 Aesthetic	of those	written and	Perform	and melodies on	building on others'	Statement -
		Responses and	concepts?	performed,	given	the piano or with	ideas and expressing	Leadership
		Critique		including	intervals on	voice.	their own clearly and	abilities develop
		Methodologies: All	How do you	communication,	the piano or		persuasively.	over time through
		students will	become more	emotional	with voice.			participation in
		demonstrate and	proficient in	expression,			SL.9-10.6. Adapt	groups and/or
		apply an	aural skills?	storytelling, and	Perform		speech to a variety of	teams that are
		understanding of arts		the	simple,		contexts and tasks,	engaged in
		philosophies,	How does	commemoration	written		demonstrating	challenging or
		judgment, and	sharpening your	of a person or	melodies on		command of formal	competitive
		analysis to works of	aural skills	event.	the piano or		English when	activities.
		art in dance, music,	make you a		with voice.		indicated or	
		theatre, and visual	better	Knowledge of			appropriate.	9.4.12.A.11
		art.	musician?	the symbolic				Apply active
				notational			L.9-10.1.	listening skills to
		1.1.12.B.2 Synthesize		system used for			Demonstrate	obtain and clarify
		knowledge of the		performing and			command of the	information.
		elements of music in		writing music is			conventions of	0.4.10.4.41
		the deconstruction		essential for			standard English	9.4.12.A.41
		and performance of		lifelong			grammar and usage	Evaluate
		complex musical scores from diverse		understanding			when writing or	organizational
				and appreciation of music on a			speaking.	policies and
		cultural contexts.					DI 0 10 5 Amoly	procedures that contribute to
				deeper level.			RL.9-10.5. Analyze how an author's	contribute to
							now an author s	Continuous

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1.4.12.B.1 Formulate	Understanding	choices concerning	improvement in
criteria for arts	of the role,	how to structure a	performance and
evaluation using the	development,	text, order events	compliance.
principles of positive	and influence of	within it (e.g., parallel	
critique and	music	plots), and manipulate	9.4.12.C.(4).7
observation of the	throughout	time (e.g., pacing,	Demonstrate a
elements of art and	history increases	flashbacks) create	varied repertoire
principles of design,	appreciation of	such effects as	of music through
and use the criteria to	the art form.	mystery, tension, or	vocal or
evaluate works of		surprise.	instrumental
dance, music, theatre,	Human		performance,
visual, and	understanding	Health & Phys Ed	alone and with
multimedia artwork	and	Integration:	others, to show
from diverse cultural	communication	2.2 Content Statement	competence with
contexts and	are enhanced	- Individual and/or	fundamental
historical eras.	through music.	group pressure to be	elements used in
		successful in	the pathway.
1.4.12.B.2 Evaluate	Through the	competitive activities	
how an artist's	study of the arts,	can result in a positive	9.4.12.C.(4).5
technical proficiency	people learn to	or negative impact.	Demonstrate
may affect the	make informed		knowledge of
creation or	critical	2.2.12.C.1 Analyze	music theory to
presentation of a	judgments and	the impact of	convey an
work of art, as well	learn to respect	competition on	understanding of
as how the context in	one's own	personal character	fundamental
which a work is	expression and	development.	themes and
performed or shown	those of others.		patterns.
may impact		2.4 Content Statement	
perceptions of its	The critical	- Individuals in	9.4.12.C.(4).6
significance/meaning.	process of	healthy relationships	Analyze aural
	observing,	share thoughts and	examples of
	describing,	feelings, have fun	musical
	analyzing,	together, develop	compositions
	interpreting, and	mutual respect, share	representing
	evaluating leads	responsibilities and	diverse styles,
	to informed	goals, and provide	cultures, and
	judgments	emotional security for	historical periods
	regarding the	one another.	to build a broad
	relative merits		understanding of
	of musical	2.5 Content Statement	the styles in the
	works.	- Movement skill	pathway.

	Technology impacts the creation and performance of music. Career insights are gained through the integration of	performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time,	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
	ideas from readings, observations, discussions, and hands-on work. Music expresses and inspires creativity. Music is present and purposeful in every culture.	and relationships (creative, cultural, social, and fitness dance). World Language Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. 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.

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ASSOCIATED JOBS LIST BY UNIT

Unit 1 Written Music Theory	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Orchestrator Music Therapist Arts Critic/Writer Musicologist Music Arranger
Unit 2 History, Culture, & Listening	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Musicologist Music Arranger
Unit 3 Aural Skills - Sight-Reading, Sight-Singing, & Dictation	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Music Arranger
Unit 4 Performance	Professional Musician Music Teacher Educator Composer Conductor

Unit 4 (cont.)	College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director
	Stage Manager Orchestrator Music Therapist Arts Critic/Writer Music Arranger