

Allamuchy Township School District Allamuchy, NJ

General Music K-8

CURRICULUM GUIDE

August 2022

Dr. Melissa Sabol, Superintendent

Developed by: Mariah Adams

This curriculum may be modified through varying techniques, strategies and materials, as per an individual student's Individualized Education Plan (IEP).

Approved by the Allamuchy Board of Education
At the regular meeting held on August 22, 2022
And
Aligned with the New Jersey Core Curriculum Content Standards
And Common Core Content Standards

Artistic Process: Creating

Anchor Standard 1	Conceptualizing and generating ideas
Anchor Standard 2	Organizing and developing ideas
Anchor Standard 3	Refining and completing products

Artistic Process: Performing

Anchor Standard 4	Developing and refining techniques and models or steps needed to create products
Anchor Standard 5	Selecting, analyzing, and interpreting work
Anchor Standard 6	Conveying meaning through art

Artistic Process: Responding

Anchor Standard 7 Perceiving and analyzing products	
Anchor Standard 8	Applying criteria to evaluate products
Anchor Standard 9	Interpreting intent and meaning

Artistic Process: Connecting

Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

1.3A [Creating] Anchor Standard 1: Generating and conceptualizing ideas.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.2	Explore, create,	The creative ideas,	Imagine	Improvise	Music Express	In-class
musicians	.Cr1a	and improvise	concepts, and		short rhythm	Magazine	activity
generate		musical ideas	feelings that		and tonal		
creative		using rhythmic	influence		patterns	Fun with	Student
ideas?		and melodic	musicians' work			Composers	hands-on
		patterns in	emerge from a		Sing or play		activity
		various meters	variety of sources.		games that		
		and tonalities.			incorporate	musicplayonline	Individual
					role playing or		verbal or
					imagination	Music Teachers'	movement
						Almanac	responses
							Teacher
							observations

1.3A [Creating] Anchor Standard 2: Organizing and developing ideas.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.2	Demonstrate and	Musicians' creative	Plan	Model	Music	In-class activity
musicians	.Cr2a	explain personal	choices are		understanding	Express	
make		reasons for	influenced by their	Make	of voices	Magazine	Student
creative		selecting patterns	expertise, context,		and		hands-on
decisions?		and ideas for	and expressive		appropriate	Fun with	activity
		music that	intent.		use	Composers	
		represent					Individual
		expressive intent.			Create with		verbal or
					intent (Ex:		movement
					character or emotion)		responses
							Teacher
							observations
How do	1.3A.2	Use iconic or	Musicians' creative	Plan	Notate	Music	In class activity
musicians	.Cr2b	standard notation	choices are		improvised	Madness	
make		and/or recording	influenced by their	Make	short	game series	Student
creative		technology to	expertise, context,		patterns		hands-on
decisions?		organize and	and expressive				activity
		document	intent.		Large group	Click and	
		personal ideas.			composing	drag	Individual
					with	composing	verbal or
					technology		movement
							responses
							Teacher
							observations

1.3A [Creating] Anchor Standard 3: Refining and completing products.

		i	Ess towards Basic Literacy		1	l Z	
Essential	PE	Performance	Enduring	Practices	1	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.2.	Interpret and	Musicians evaluate	Evaluate	Group	Music	In-class
musicians	Cr3a	apply personal,	and refine their work		performances	Express	activity
improve		peer, and teacher	through openness to	Refine	for peers	Magazine	
the quality		feedback to	new ideas, persistence,				Student
of their		revise personal	and application of				hands-on
creative		music.	appropriate criteria.				activity
work?							
How do	1.3A.2.	Convey	Musicians evaluate	Evaluate	Group	Music	In-class
musicians	Cr3b	expressive intent	and refine their work		performances	Express	activity
improve		for a specific	through openness to	Refine	for peers	Magazine	-
the quality		purpose by	new ideas, persistence,		_	_	Student
of their		presenting a final	and application of				hands-on
creative		version of	appropriate criteria.				activity
work?		musical ideas to					
		peers or informal					
		audience.					

1.3A [Performing] Anchor Standard 4: Selecting, analyzing, and interpreting work.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.2	Demonstrate and	Performers' interest	Select	Small group	Music	In-class
performers	.PF4a	explain personal	in and knowledge of		practices and	Express	activity
select		interest in,	musical works,	Analyze	performances	Magazine	
repertoire?		knowledge about,	understanding of				Student
		and purpose of	their own technical	Interpret	Listening	Fun with	hands-on
		varied musical	skill, and the context		analysis with	Composers	activity
		selections.	for a performance		personal		
			influence the		interpretation	Listening	Individual
			selection of			glyphs	verbal and
			repertoire.		Guided		written
					listening		responses
					glyphs		

1.3A [Performing] Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.2	Apply	To express their	Rehearse	Singing,	Music	In-class
musicians	.Pr5a	established	musical ideas,		Playing,	Express	activity
improve the		criteria to judge	musicians analyze,	Evaluate	Moving	Magazine	
quality of		the accuracy,	evaluate, and refine				Student
their		expressiveness,	their performance	Refine	Practice	Online play	hands-on
performance?		and	over time through		and	alongs	activity
		effectiveness of	openness to new		perform		
		performance.	ideas, persistence, and		with others	Share the	Teacher
			the application of			Music	observations
			appropriate criteria.				
How do	1.3A.2	Rehearse,	To express their	Rehearse	Singing,	Music	In-class
musicians	.Pr5b	identify, and	musical ideas,		Playing,	Express	activity
improve the		apply strategies	musicians analyze,	Evaluate	Moving	Magazine	
quality of		to address	evaluate, and refine				Student
their		interpretive,	their performance	Refine	Practice	Online play	hands-on
performance?		performance,	over time through		and	alongs	activity
		and technical	openness to new		perform		
		challenges in	ideas, persistence, and		with others	Share the	Teacher
		music.	the application of			Music	observations
			appropriate criteria.				

How do musicians improve the quality of their performance?	1.3A.2 .Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.	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.	Rehearse Evaluate Refine	Singing, Playing, Moving Practice and perform with others	Music Express Magazine Online play alongs Share the Music	In-class activity Student hands-on activity Teacher observations
How do musicians improve the quality of their performance?	1.3A.2 .Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	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.	Rehearse Evaluate Refine	Singing, Playing, Moving Practice and perform with others	Music Express Magazine Online play alongs Share the Music	Worksheets In-class activity Student hands-on activity Teacher observations
How do musicians improve the quality of their performance?	1.3A.2 .Pr5e	Demonstrate understanding of basic expressive qualities (e.g. dynamics and tempo) and how creators use them to convey expressive intent.	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.	Rehearse Evaluate Refine	Singing, Playing, Moving Practice and perform with others	Music Express Magazine Online play alongs Share the Music	In-class activity Student hands-on activity Teacher observations

1.3A [Performing] Anchor Standard 6: Conveying meaning through art.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
When is a	1.3A.2	Perform music	Musicians judge	Present	Singing and	Music Express	In-class
performance	.Pr6a	for a specific	performance		Movement	Magazine	activity
judged ready to		purpose with	based on criteria		games and		
present? How		expression and	that vary across		activities	JJ & Me	Student
do context and		technical	time, place, and				hands-on
the manner in		accuracy.	cultures. The		Practice for	musicplayonline	activity
which musical			context and how		in-class or		
work is			a work is		public	JWPepper.com	Performance
presented			presented		performance		for class or
influence			influence				public
audience			audience				
response?			response.				
When is a	1.3A.2	Perform	Musicians judge	Present	Performance	Music Express	In-class
performance	.Pr6b	appropriately	performance		opportunities	Magazine	activity
judged ready to		for the	based on criteria		in class and		
present? How		audience and	that vary across		annual	JJ & Me	Student
do context and		purpose.	time, place, and		concert		hands-on
the manner in			cultures. The			musicplayonline	activity
which musical			context and how				
work is			a work is			JWPepper.com	Performance
presented			presented				for class or
influence			influence				public
audience			audience				
response?			response.				

1.3A [Responding] Anchor Standard 7: Perceiving and analyzing products.

			Towards Basic Eneracy in t				
Essential	PE	Performance	Enduring Understanding	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:			Activities		Assessments
How do	1.3A.2	Demonstrate	Individuals' selection of	Select	Listening,	Music	In class
individuals	.Re7a	and explain	musical works is		Singing,	Express	activity
choose music		how personal	influenced by their	Analyze	Moving to	Magazine	
to experience?		interests and	interests, experiences,		various		Student
How does		experiences	understandings, and		styles and	Music	hands-on
understanding		influence	purposes. Response to		cultures	Around the	activity
the structure		music	music is informed by			World	
and context of		selection for	analyzing context (e.g.		Folk		Individual
music inform a		specific	social, cultural,		Songs and		verbal or
response?		purposes.	historical) and how		Games		movement
			creator(s) or		from other		responses
			performer(s) manipulate		cultures		-
			the elements of music.				Teacher
							observations
How do	1.3A.2	Describe how	Individuals' selection of	Select	Compare	Music	In class
individuals	.Re7b	specific music	musical works is		and	Express	activity
choose music		concepts are	influenced by their	Analyze	Contrast	Magazine	
to experience?		used to support	interests, experiences,	,	different		Student
How does		a specific	understandings, and		styles	Music	hands-on
understanding		purpose in	purposes. Response to		J	Around the	activity
the structure		music.	music is informed by			World	
and context of			analyzing context (e.g.				Individual
music inform a			social, cultural,				verbal or
response?			historical) and how				movement
1			creator(s) or				responses
			performer(s) manipulate				F
			the elements of music.				

			Teacher
			observations

1.3A [Responding] Anchor Standard 8: Interpreting intent and meaning.

Essential Question	PE Code	Performance Expectations:	Enduring Understanding	Practices	Sample Activities	Resources	Benchmarks/ Assessments
How do we discern the musical creators' and performers' expressive intent?	1.3A.2 .Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/perfor mers' expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Interpret	Singing, Playing, Moving Practice and perform with others	Music Express Magazine Share the Music	In-class activity Student hands-on activity

1.3A [Responding] Anchor Standard 9: Applying criteria to evaluate products.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do we	1.3A.2	Apply	The personal	Evaluate	Think, Pair,	Music Express	In-class
judge the quality	.Re9a	personal and	evaluation of		Share with	Magazine	activity
of musical		expressive	musical work(s)		listening		
work(s) and		preferences in	and performance(s)		activities	Fun with	Student
performance(s)?		the evaluation	is informed by			Composers	hands-on
		of music.	analysis,		Movement		activity
			interpretation, and		activities	musicplayonline	
			established criteria.		with personal		Verbal
					interpretation		responses

1.3A [Connecting] Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.2.	Demonstrate	Musicians	Interconnection	Think, Pair,	Music	In-class
musicians	Cn10a	how interests,	connect their		Share with	Express	activity
make		knowledge,	personal		listening	Magazine	
meaningful		and skills	interests,		activities		Student
connections to		relate to	experiences,			Fun with	hands-on
creating,		personal	ideas, and		Movement	Composers	activity
performing,		choices and	knowledge to		activities		
and		intent when	creating,		with		Verbal
responding?		creating,	performing, and		personal	musicplayonli	responses
		performing,	responding.		interpretati	ne	
		and			on		
		responding to					
		music.					

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

1.3A [Connecting] Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do the	1.3A.2.	Demonstrate	Musicians	Interconnection	Think, Pair,	Music	In-class
other arts, other	Cn11a	understanding	connect their		Share with	Express	activity
disciplines,		of	personal		listening	Magazine	
contexts, and		relationships	interests,		activities		Student
daily life		between	experiences,			Fun with	hands-on
inform		music and the	ideas, and		Movement	Composers	activity
creating,		other arts,	knowledge to		activities	_	-
performing,		other	creating,		with personal		Verbal
and responding		disciplines,	performing, and		interpretation	musicplayo	responses
to music?		varied	responding.			nline	
		context, and	_				
		daily life.					

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

1.3A [Creating] Anchor Standard 1: Generating and conceptualizing ideas.

Essential	PE Code	Performance	Enduring Understanding	Practices	T.	Resources	Benchmarks/
Question		Expectations:			Activities		Assessments
How do	1.3A.5	Generate and	The creative ideas,	Imagine	Composing	Music	In-class
musicians	.Cr1a	improvise	concepts, and feelings		activities of	Express	activity
generate		rhythmic,	that influence		tonal and	Magazine	
creative		melodic and	musicians' work		rhythmic	_	Student
ideas?		harmonic ideas,	emerge from a variety		patterns	Music	hands-on
		and simple	of sources.			Madness	activity
		accompaniment					
		patterns and					
		chord changes.				Candy Bar	
		Explain				Composition	
		connection to					
		specific purposes					
		and context (e.g.,					
		social, cultural,					
		historical).					

1.3A [Creating] Anchor Standard 2: Organizing and developing ideas.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
			_	Fractices		Resources	
Question	Code	Expectations:	Understanding	7.1	Activities		Assessments
How do	1.3A.5	Demonstrate	Musicians' creative	Plan	Create with	Music	In-class
musicians	.Cr2a	developed	choices are influenced		intent (Ex:	Express	activity
make		musical ideas for	by their expertise,	Make	character or	Magazine	
creative		improvisations,	context, and		emotion)		Student
decisions?		arrangements, or	expressive intent.			Fun with	hands-on
		compositions to				Composers	activity
		express intent.					
		Explain				JJ & Me	
		connection to					
		purpose and					
		context.					
How do	1.3A.5	Use standard	Musicians' creative	Plan	Notate	Incredibox	In-class
musicians	.Cr2b	and/or iconic	choices are influenced		improvised		activity
make		notation and/or	by their expertise,	Make	short	Chrome	-
creative		recording	context, and		patterns	Music Lab	Student
decisions?		technology to	expressive intent.				hands-on
		document	•		Large group		activity
		personal			composing		
		rhythmic,			with		Written
		melodic, and			classroom		responses
		two-chord			instruments		and online
		harmonic musical			and		projects
		ideas.			technology		

1.3A [Creating] Anchor Standard 3: Refining and completing products.

Essential	PE	Performance	Enduring	Practices		Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.5	Evaluate, refine,	Musicians evaluate	Evaluate	Group	Music	In-class
musicians	.Cr3a	and document	and refine their work		performances	Express	activity
improve		revisions to	through openness to	Refine	for peers	Magazine	
the quality		personal music,	new ideas, persistence,				Student
of their		applying	and application of				hands-on
creative		collaboratively	appropriate criteria.				activity
work?		developed					
		criteria, showing					
		improvement					
		over time and					
		explaining					
		rationale for					
		changes.					
How do	1.3A.5	Present to others	Musicians evaluate	Evaluate	Group	Music	In-class
musicians	.Cr3b	final versions of	and refine their work	- m	performances	Express	activity
improve		personally and	through openness to	Refine	for peers	Magazine	G. 1
the quality		collaboratively	new ideas, persistence,				Student
of their		created music	and application of				hands-on
creative		that demonstrate	appropriate criteria.				activity
work?		craftsmanship.					
		Explain					
		connection to					
		expressive intent.					

1.3A [Performing] Anchor Standard 4: Selecting, analyzing, and interpreting work.

Essential	PE	Performance	Enduring	Practice	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding	S	Activities		Assessments
How do	1.3A.5	Demonstrate and	Performers' interest	Select	Small group	Music Express	In-class
performers	.Pr4a	explain how the	in and knowledge of		practices and	Magazine	activity
select		selection of music	musical works,	Analyze	performances		
repertoire?		to perform is	understanding of			Fun with	Student
		influenced by	their own technical	Interpret	Listening	Composers	hands-on
		personal interest,	skill, and the context		analysis with		activity
		knowledge, and	for a performance		personal	Listening	
		context as well as	influence the		interpretation	glyphs	Individual
		the students'	selection of				verbal and
		technical skill.	repertoire.		Guided		written
					listening		responses
					glyphs		
							Teacher
		_					observations
How do	1.3A.5	Demonstrate an	Performers' interest	Select	Small group	Music Express	In-class
performers	.Pr4b	understanding of	in and knowledge of		practices and	Magazine	activity
select		the structure and	musical works,	Analyze	performances		
repertoire?		expanded music	understanding of	_		Fun with	Student
		concepts (e.g.,	their own technical	Interpret	Listening	Composers	hands-on
		rhythm, pitch,	skill, and the context		analysis with		activity
		form, harmony) in	for a performance		personal	Listening	
		music selected for	influence the		interpretation	glyphs	Individual
		performance.	selection of				verbal and
			repertoire.		Guided		written
					listening		responses
					glyphs		

							Teacher observations
How do performers	1.3A.5 .Pr4c	Analyze selected music by reading	Performers' interest in and knowledge of	Select	Small group practices and	Music Express Magazine	In-class activity
select		and performing	musical works,	Analyze	performances		
repertoire?		using standard notation.	understanding of their own technical	Interpret	Listening	Fun with Composers	Student hands-on
		notation.	skill, and the context	Interpret	analysis with	Composers	activity
			for a performance		personal	Listening	detivity
			influence the		interpretation	glyphs	Individual
			selection of		_		verbal and
			repertoire.		Guided		written
					listening		responses
					glyphs		Teacher
							observations
How do	1.3A.5	Explain how	Performers' interest	Select	Small group	Music Express	In-class
performers	.Pr4d	context (e.g.,	in and knowledge of		practices and	Magazine	activity
select		personal, social,	musical works,	Analyze	performances		
repertoire?		cultural,	understanding of			Fun with	Student
		historical) informs	their own technical	Interpret	Listening	Composers	hands-on
		performances.	skill, and the context for a performance		analysis with personal	Listening	activity
		performances.	influence the		interpretation	glyphs	Individual
			selection of		interpretation	817 1113	verbal and
			repertoire.		Guided	World Music	written
					listening	Drumming: A	responses
					glyphs	Cross-Cultural	
						Curriculum	Teacher
							observations

How do	1.3A.5	Convey creator's	Performers' interest	Select	Small group	Music Express	In-class
performers	.Pr4e	intents through	in and knowledge of		practices and	Magazine	activity
select		the performers'	musical works,	Analyze	performances		
repertoire?		interpretive	understanding of			Fun with	Student
		decisions of	their own technical	Interpret	Listening	Composers	hands-on
		expanded	skill, and the context		analysis with		activity
		expressive	for a performance		personal	Listening	
		qualities (e.g.,	influence the		interpretation	glyphs	Individual
		dynamics, tempo,	selection of				verbal and
		timbre,	repertoire.		Guided		written
		articulation/style).			listening		responses
					glyphs		
							Teacher
							observations

1.3A [Performing] Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding	114041005	Activities	resources	Assessments
How do	1.3A.5	Apply	To express their	Rehearse	Singing,	Music	IIn-class
musicians	.Pr5a	teacher-provided	musical ideas,		Playing,	Express	activity
improve the		and established	musicians analyze,	Evaluate	Moving	Magazine	
quality of		criteria and	evaluate, and refine				Student
their		feedback to	their performance	Refine	Practice	Online play	hands-on
performance?		evaluate the	over time through		and	alongs	activity
		accuracy and	openness to new		perform		
		expressiveness	ideas, persistence,		with others	Share the	Teacher
		of ensemble and	and the application of			Music	observations
		personal	appropriate criteria.				
		performance.					
How do	1.3A.5	Rehearse to	To express their	Rehearse	Singing,	Music	In-class
musicians	.Pr5b	refine technical	musical ideas,		Playing,	Express	activity
improve the		accuracy and	musicians analyze,	Evaluate	Moving	Magazine	
quality of		expressive	evaluate, and refine				Student
their		qualities to	their performance	Refine	Practice	Online play	hands-on
performance?		address	over time through		and	alongs	activity
		challenges and	openness to new		perform	_	_
		show	ideas, persistence,		with others	Share the	Teacher
		improvement	and the application of			Music	observations
		over time.	appropriate criteria.				
						Recorder	
						Adventures	

1.3A [Performing] Anchor Standard 6: Conveying meaning through art.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
When is a	1.3A.5	Perform music,	Musicians judge	Present	Singing and	Music Express	In-class
performance	.Pr6a	alone or with	performance		Movement	Magazine	activity
judged ready to		others, with	based on criteria		games and		
present? How		expression,	that vary across		activities	JJ & Me	Student
do context and		technical	time, place, and				hands-on
the manner in		accuracy, and	cultures. The		Practice for	musicplayonline	activity
which musical		appropriate	context and how		in-class or		
work is		interpretation.	a work is		public	JWPepper.com	
presented			presented		performance		
influence			influence				
audience			audience				
response?			response.				
When is a	1.3A.5	Demonstrate	Musicians judge	Present	Performance	Music Express	In-class
performance	.Pr6b	performance	performance		opportunities	Magazine	activity
judged ready to		decorum and	based on criteria		in class and		
present? How		audience	that vary across		annual	JJ & Me	Student
do context and		etiquette	time, place, and		concert		hands-on
the manner in		appropriate for	cultures. The			musicplayonline	activity
which musical		the context,	context and how				
work is		venue, genre,	a work is			JWPepper.com	Performance
presented		and style.	presented				for class or
influence			influence				public
audience			audience				
response?			response.				

1.3A [Responding] Anchor Standard 7: Perceiving and analyzing products.

Essential	PE	Performance	Enduring Understanding	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:			Activities		Assessments
How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	1.3A.5 .Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g. social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	Select Analyze	Listening, Singing, Moving to various styles and cultures Folk Songs and Games from other cultures	Music Express Magazine Music Around the World I Sing, You Sing	In class activity Student hands-on activity Individual verbal or movement responses Teacher observations
How do individuals choose music to experience? How does understanding the structure and context of	1.3A.5 .Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g. social, cultural,	Select Analyze	Compare and Contrast different styles	Music Express Magazine Music Around the World	In class activity Student hands-on activity Individual verbal or

music inform a	elements of	historical) and how		movement
response?	music, and	creator(s) or		responses
	context (i.e.,	performer(s) manipulate		
	social, cultural,	the elements of music.		Teacher
	historical).			observations

1.3A [Responding] Anchor Standard 8: Applying criteria to evaluate products.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do we	1.3A.5	Evaluate	The personal evaluation	Evaluate	Listening,	Music	In-class
judge the quality	.Re8a	musical works	of musical work(s) and		Singing,	Express	activity
of musical		and	performance(s) is		Playing,	Magazine	
work(s) and		performances,	informed by analysis,		Moving		Student
performance(s)?		applying	interpretation, and			Share the	hands-on
		established	established criteria.		Practice	Music	activity
		criteria, and			and		
		explain			perform	Listening	
		appropriatene			with	Glyphs	
		ss to the			others		
		context citing					
		evidence from					
		the elements					
		of music.					

1.3A [Responding] Anchor Standard 9: Interpreting intent and meaning.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do we	1.3A.5	Demonstrate	Through their use of	Interpret	Think, Pair,	Music	In-class
discern the	.Re9a	and explain	elements and		Share with	Express	activity
musical		how the	structures of music,		listening	Magazine	
creators' and		expressive	creators and		activities		Student
performers'		qualities (e.g.,	performers provide			Fun with	hands-on
expressive		dynamics,	clues to their		Movement	Composers	activity
intent?		tempo, timbre,	expressive intent.		activities with		
		articulation) are			personal	musicplayon	Verbal
		used in			interpretation	line	responses
		performers'					
		and personal					
		interpretations					
		to reflect					
		expressive					
		intent.					

1.3A [Connecting] Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.5.	Demonstrate	Musicians	Interconnection	Think,	Music	In-class
musicians	Cn10a	how interests,	connect their		Pair, Share	Express	activity
make		knowledge,	personal		with	Magazine	
meaningful		and skills	interests,		listening		Student
connections to		relate to	experiences,		activities	Fun with	hands-on
creating,		personal	ideas, and			Composers	activity
performing,		choices and	knowledge to		Movement		
and		intent when	creating,		activities		Verbal
responding?		creating,	performing, and		with	musicplayonli	responses
		performing,	responding.		personal	ne	
		and			interpretati		
		responding to			on		
		music.					

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

1.3A [Connecting] Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

By the end of Grade 5, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do the	1.3A.5.	Demonstrate	Musicians	Interconnection	Think, Pair,	Music	In-class
other arts, other	Cn11a	understanding	connect their		Share with	Express	activity
disciplines,		of	personal		listening	Magazine	
contexts, and		relationships	interests,		activities		Student
daily life		between	experiences,			Fun with	hands-on
inform		music and the	ideas, and		Movement	Composers	activity
creating,		other arts,	knowledge to		activities		
performing,		other	creating,		with		Verbal
and responding		disciplines,	performing, and		personal	musicplayonli	responses
to music?		varied	responding.		interpretati	ne	
		context, and			on		
		daily life.					

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr5e, 1.3A.5.Re7a

1.3A [Creating] Anchor Standard 1: Generating and conceptualizing ideas.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.8	Generate and	The creative ideas,	Imagine	Small group	Masters of	In-class
musicians	.Cr1a	improvise	concepts, and feelings		and whole	Music	activity
generate		rhythmic,	that influence		class		
creative		melodic, and	musicians' work		compositions	Music	Student
ideas?		harmonic phrases	emerge from a variety			1450-present	hands-on
		and harmonic	of sources.		12-tone style		activity
		accompaniments			composing	Music	
		within basic			with	Express	Written and
		forms (e.g., AB,			classroom	Magazine	verbal
		ABA, Theme &			instruments		responses
		Variations) and					
		expanded forms					Individual
		(e.g.,					contributions
		introductions,					towards group
		transitions,					goals
		codas) that					
		convey					Teacher
		expressive intent.					observation
		Explain					
		connection to					Online work
		specific purpose					submission
		and context (e.g.,					

social, cultural,			
historical).			

1.3A [Creating] Anchor Standard 2: Organizing and developing ideas.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.8	Select, organize	Musicians' creative	Plan	Small group	Masters of	In-class
musicians	.Cr2a	and document	choices are influenced		and whole	Music	activity
make		personal musical	by their expertise,	Make	class		
creative		ideas for	context, and		compositions	Music	Student
decisions?		arrangements,	expressive intent.			1450-present	hands-on
		songs, and			12-tone style		activity
		compositions			composing	Music	
		within expanded			with	Express	Written and
		forms that			classroom	Magazine	verbal
		demonstrate			instruments		responses
		concepts such as					
		tension and					Individual
		release, unity and					contributions
		variety, balance,					towards group
		and convey					goals
		expressive intent.					T 1
							Teacher
							observation
							Online week
							Online work
							submission

How do musicians	1.3A.8 .Cr2b	Use standard and/or iconic	Musicians' creative choices are influenced	Plan	Small group and whole	Masters of Music	In-class activity
make creative decisions?		notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.	by their expertise, context, and expressive intent.	Make	class compositions 12-tone style composing with classroom instruments	Music 1450-present Music Express Magazine Chrome Music Lab	Student hands-on activity Written and verbal responses Individual contributions towards group goals Teacher observation Online work
							submission

1.3A [Creating] Anchor Standard 3: Refining and completing products.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments

How do musicians improve the quality of their creative work?	1.3A.8 .Cr3a	Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.	Musicians evaluate and refine their work through openness to new ideas, persistence, and application of appropriate criteria.	Evaluate Refine	Small group practices and performances for peers	Masters of Music Music 1450-present Music Express Magazine	In-class activity Student hands-on activity Written and verbal responses Individual contributions towards group goals Teacher observation Online work submission
How do musicians improve the quality of their creative work?	1.3A.8 .Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrate craftsmanship and originality to	Musicians evaluate and refine their work through openness to new ideas, persistence, and application of appropriate criteria.	Evaluate Refine	Small group practices and performances for peers	Masters of Music Music 1450-present Music Express Magazine	In-class activity Student hands-on activity

others. Apply compositional			Written and verbal
techniques to			responses
achieve unity and			
variety, tension			Individual
and release, and			contributions
balance to			towards group
convey			goals
expressive intent.			
			Teacher
			observation
			Online work
			submission

1.3A [Performing] Anchor Standard 4: Selecting, analyzing, and interpreting work.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.8	Apply	Performers' interest	Select	Small group	Masters of	In-class
performers	.Pr4a	collaboratively	in and knowledge of		practices and	Music	activity
select		and personally	musical works,	Analyze	performances		
repertoire?		developed criteria	understanding of		for peers	Music	Student
		for selecting	their own technical	Interpret		1450-present	hands-on
		music of	skill, and the context		Self-reflection		activity
		contrasting styles	for a performance		on	Music	
		for performance	influence the		performance	Express	
		and explain				Magazine	

		expressive qualities, technical challenges, and reasons for choices.	selection of repertoire.		Online composing projects	Chrome Music Lab	Written and verbal responses Individual contributions towards group goals Teacher observation Online work submission
How do performers	1.3A.8 .Pr4b	Compare the structure of	Performers' interest in and knowledge of	Select	Small group practices and	Masters of Music	
select repertoire?		contrasting pieces of music selected	musical works, understanding of	Analyze	performances for peers	Music	
		for performance,	their own technical	Interpret	-	1450-present	
		explaining how the elements of	skill, and the context		Self-reflection	Music	
		music are used in	for a performance influence the		on performance	Express	
		each.	selection of repertoire.		performance	Magazine	

How do	1.3A.8	Analyze selected	Performers' interest	Select	Individual and	Alfred's	Worksheets
performers	.Pr4c	music by	in and knowledge of		small group	Essentials of	
select		sight-reading in	musical works,	Analyze	worksheets	Music Theory	Written and
repertoire?		treble or bass clef	understanding of				verbal
		using simple	their own technical	Interpret		One-Minute	responses
		rhythmic,	skill, and the context			Theory	
		melodic, and/or	for a performance				Individual
		harmonic	influence the			Music	contributions
		notation.	selection of			Express	towards group
			repertoire.			Magazine	goals
							Teacher
							observation
How do	1.3A.8	Identify and	Performers' interest	Select	Group	American	Worksheets
performers	.Pr4d	explain how	in and knowledge of		discussions on	Music	
select		cultural and	musical works,	Analyze	music history		Written and
repertoire?		historical context	understanding of		articles	Masters of	verbal
		inform	their own technical	Interpret		Music	responses
		performances and	skill, and the context				
		result in different	for a performance			Music	Individual
		musical effects.	influence the			1450-present	contributions
			selection of				towards group
			repertoire.				goals
							Teacher
							observation

How do	1.3A.8	Perform	Performers' interest	Select	Small group	American	In-class
performers	.Pr4e	contrasting pieces	in and knowledge of		practices and	Music	activity
select		of music,	musical works,	Analyze	performances		
repertoire?		demonstrating as	understanding of		for peers	Masters of	Student
		well as explaining	their own technical	Interpret		Music	hands-on
		how the music's	skill, and the context		12-tone style		activity
		intent is conveyed	for a performance		composing	Music	
		by their	influence the		with	1450-present	Written and
		interpretations of	selection of		classroom		verbal
		the elements of	repertoire.		instruments		responses
		music and					
		expressive					Individual
		qualities (e.g.,					contributions
		dynamics, tempo,					towards group
		timbre,					goals
		articulation/style,					
		phrasing.					Teacher
							observation

1.3A [Performing] Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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ſ	Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
	Question	Code	Expectations:	Understanding		Activities		Assessments

How do	1.3A.8	Identify and	To express their	Rehearse	Small	Music	In-class
musicians	.Pr5a	apply personally	musical ideas,		group	Express	activity
improve the		developed	musicians analyze,	Evaluate	practices	Magazine	
quality of		criteria (e.g.,	evaluate, and refine		and		Student
their		demonstrating	their performance	Refine	performanc	Chrome	hands-on
performance?		correct	over time through		es	Music Lab	activity
		interpretation of	openness to new		for peers		
		notation,	ideas, persistence,				Teacher
		technical skill of	and the application of		Self-reflect		observation
		performer,	appropriate criteria.		ion on		
		originality,			performanc		Online work
		emotional			e		submission
		impact, variety,					
		interest) to					
		rehearse, refine					
		and determine					
		when the music					
		is ready to					
		perform.					

1.3A [Performing] Anchor Standard 6: Conveying meaning through art.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	1.3A.8 .Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	Present	Small group practices and performances for peers Whole group performances on classroom instruments	Music Express Magazine Chrome Music Lab online play alongs	In-class activity Student hands-on activity Teacher observation Online work submission
When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	1.3A.8 .Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for the context, venue, genre, and style.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	Present	Demonstrate understandin g of audience etiquette during peer performances	Music Express Magazine	In-class activity Student hands-on activity Teacher observation

1.3A [Responding] Anchor Standard 7: Perceiving and analyzing products.

Essential	PE	Performance	Enduring Understanding	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:			Activities		Assessments
How do	1.3A.8	Select	Individuals' selection of	Select	Group	Music	In-class
individuals	.Re7a	programs of	musical works is		presentati	Express	activity
choose music		music (e.g., a	influenced by their	Analyze	on	Magazine	
to experience?		playlist, live	interests, experiences,		specific		Student
How does		performance)	understandings, and		time	radiohour.net	hands-on
understanding		and	purposes. Response to		period		activity
the structure		demonstrate	music is informed by				
and context of		the	analyzing context (e.g.		Create a	Memory	Online work
music inform a		connections to	social, cultural,		playlist	Playlist	submission
response?		an interest or	historical) and how				
		experience for	creator(s) or				Individual
		a specific	performer(s) manipulate				contributions
		purpose.	the elements of music.				towards group
							goals
11 1	1240	C1 :C 1	T 1: 1 1 2 1 4: C	0.1.4	C) ·	т 1
How do	1.3A.8	Classify and	Individuals' selection of	Select	Group	Music	In-class
individuals	.Re7b	compare how	musical works is	A 1	presentati	Express	activity
choose music		the elements of	influenced by their	Analyze	on	Magazine	Student
to experience? How does		music and	interests, experiences,		specific time	radiohour.net	hands-on
		expressive qualities relate	understandings, and purposes. Response to			radionour.net	activity
understanding the structure		to the structure	music is informed by		period		activity
and context of		within	analyzing context (e.g.		Create a	Memory	Online work
music inform a		programs of	social, cultural,		playlist	Playlist	submission
response?		music (e.g., a	historical) and how		piayiist	Flaylist	Subillission
response:		playlist, live	creator(s) or				Individual
		performance).	performer(s) manipulate				contributions
		periormance).	the elements of music.				towards group
			the cicilicitis of music.				goals
	l						goais

How do individuals choose music to experience? How does understanding the structure and context of	1.3A.8 .Re7c	Identify and compare the context of programs of music from a variety of genres, cultures, and	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g.	Select Analyze	Compare and contrast activity Group discussion s on	Masters of Music Music 1450-present Music Express	In-class activity Student hands-on activity Online work
and context of music inform a response?		cultures, and historical periods.	analyzing context (e.g. social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.		s on music history articles	Express Magazine American Music	Online work submission Individual contributions towards group goals

1.3A [Responding] Anchor Standard 8: Applying criteria to evaluate products.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do we	1.3A.8	Apply	The personal evaluation	Evaluate	Listening	Music	In-class
judge the quality	.Re8a	appropriate	of musical work(s) and		Glyphs	Express	activity
of musical		personally	performance(s) is			Magazine	
work(s) and		developed	informed by analysis,		Group		Student
performance(s)?		criteria to	interpretation, and		discussion	Writing	hands-on
		evaluate	established criteria.		following	Prompts in	activity
		musical works			guided	Music Class	
		or			listening		Written and
		performances.					verbal
							responses
							Teacher
							observations

1.3A [Responding] Anchor Standard 9: Interpreting intent and meaning.

Essential	PE	Performance	Enduring Understanding	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:			Activities		Assessments
How do we	1.3A.8	Support with	Through their use of	Interpret	Listening	Masters of	In-class
discern the	.Re9a	evidence	elements and structures		Glyphs	Music	activity
musical		personal	of music, creators and				
creators' and		interpretation	performers provide clues		Group	Music	Student
performers'		of contrasting	to their expressive intent.		discussion	1450-present	hands-on
expressive		programs of			following		activity
intent?		music and			guided	Music	
		explain how			listening	Express	Written and
		the application				Magazine	verbal
		of the elements					responses
		of music and				Writing	
		expressive				Prompts in	Teacher
		qualities,				Music Class	observations
		within genres,					
		cultures, and					
		historical					
		periods convey					
		expressive					
		intent.					

1.3A [Connecting] Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do	1.3A.8.	Demonstrate	Musicians	Interconnection	Group	Music	In-class
musicians	Cn10a	how interests,	connect their		discussion	1450-present	activity
make		knowledge,	personal		s on		
meaningful		and skills	interests,		music	Music	Student
connections to		relate to	experiences,		history	Express	hands-on
creating,		personal	ideas, and		articles	Magazine	activity
performing,		choices and	knowledge to				
and		intent when	creating,			American	Written and
responding?		creating,	performing, and			Music	verbal
		performing,	responding.				responses
		and					
		responding to					Teacher
		music.					observations

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

1.3A [Connecting] Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

By the end of Grade 8, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Essential	PE	Performance	Enduring	Practices	Sample	Resources	Benchmarks/
Question	Code	Expectations:	Understanding		Activities		Assessments
How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	1.3A.8. Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Interconnection	Writing prompts	Writing Prompts in Music Class Music Express Magazine	In-class activity Student hands-on activity Written and verbal responses Teacher observations

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

NJSLS-CLKS 9.4: Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural/global competence.

Technology Standards:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

Technology Integration:

- Recorded listening examples
- YouTube examples
- Google Classroom
- Chromebook activities for Grades 5-8
- SmartBoard activities

Supplemental Texts:

Wunderkind Little Amadeus, Winfried Debertin (K)

Carnival of the Animals (1)

Peter and the Wolf, Ian Beck (2)

Recorder Adventures, John Jacobson (3)

Stomp Out Loud, Luke Cresswell and Steve McNicholas (4)

Music Around the World, Studentsavvy; Music Olympics, The Winter Games, Mark Burrows (5)

Pleased to Meet You: Biographies and Games About Composers, Jenny Vanpelt (6)

60 Music Quizzes for Theory and Reading, Jay Althouse (7) Creating an Original Opera, The Metropolitan Opera Guild (8)

Possible modifications for K-8 Music

Special Education and 504 Students

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

GENERAL MODIFICATIONS:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test question
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

BEHAVIOR MODIFICATIONS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

Students At Risk of School Failure

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

English Language Learner Students (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often

• Use lower level materials when appropriate

Gifted and Talented Students (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities