

**Linden Public Schools
General Music
Grade 3
Fine & Performing Arts Department
Curriculum Guide**



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The Linden Board of Education adopted this Curriculum Guide on:

August 21, 2025

Education Item 22

Date

Agenda Item

Rationale

Be it resolved that all curricula within the following content areas be readopted for use in the Linden Public Schools. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description

The Grade 3 general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation, performance and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in the areas of singing, moving, listening, creating and reading. Students are assessed based on the New Jersey Student Learning Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the General Music Curriculum. Grade 3 students continue to develop previously introduced skills. They are introduced to chord structure and linear harmonies through singing, movement, hand held instruments, and Orff xylophones. 3rd grade students are introduced to the recorder. They will learn and use the instrument to enhance their musical experience and deepen their ability to read music on a staff.

II. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

B. 21st Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]

- Resources available at:

<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)

- Resources available at:

<https://www.nj.gov/education/holocaust/>

E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

III. General Interdisciplinary Connections

In elementary school music classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to read rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Finally, music classes connect to science through the explanation of how waves create sound.

IV. Pacing Guide

Weeks	Unit
13	Duration and Letters of the Treble Clef Staff
13	Introduction to Recorder Playing and Belts White through Orange
14	Recorder Playing and Belts Green through Blue

V. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
- Teacher Presentation - Student Presentation - Class Discussion - Socratic Discussion - Reading for Meaning - Inquiry Design Model - Interactive Lecture - Interactive Notetaking - Compare and Contrast - Research Based - Problem Based - Project Based 504 Plans Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: - walk, breathe, eat, or sleep - communicate, see, hear, or speak - read, concentrate, think, or learn - stand, bend, lift, or work Examples of accommodations in 504 plans include: - preferential seating - extended time on tests and assignments - reduced homework or classwork - verbal, visual, or technology aids - modified textbooks or audio-video materials - behavior management support - adjusted class schedules or grading - verbal testing	- Allow for further independent research on topics of interest related to the unit of study - Advanced leveled readers and sources - Increase the level of complexity - Decrease scaffolding - Variety of finished products - Allow for greater independence - Learning stations, interest groups - Varied texts and supplementary materials - Use of technology - Flexibility in assignments - Varied questioning strategies - Encourage research - Strategy and flexible groups based on formative assessment or student choice - Acceleration within a unit of study - Exposure to more advanced or complex concepts, abstractions, and materials - Encourage students to move through content areas at their own pace - After mastery of a unit, provide students with more advanced learning activities, not more of the same activity - Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	- Focus on concept not details - More visual prompts - Leveled readers and teacher annotated sources - Timelines and graphic organizers - Remove unnecessary material, words, etc., that can distract from the content - Use of off-grade level materials - Provide appropriate scaffolding - Limit the number of steps required for completion - Time allowed - Level of independence required - Tiered centers, assignments, lessons, or products - Provide appropriate leveled reading materials - Deliver the content in “chunks” - Varied texts and supplementary materials - Use technology, if available and appropriate - Varied homework and products - Varied questioning strategies - Provide background knowledge - Define key vocabulary, multiple-meaning words, and figurative language. - Use audio and visual supports, if available and appropriate - Provide multiple learning opportunities to reinforce key concepts and vocabulary - Meet with small groups to reteach idea/skill - Provide cross-content application of concepts - Ability to work at their own pace	- Focus on concept not details - More visual prompts - Leveled readers and teacher annotated sources - Guided notes with highlighted words and concepts - Use of Merriam-Webster’s ELL dictionary - Timelines and graphic organizers - Remove unnecessary material, words, etc., that can distract from the content - Use of off-grade level materials - Provide appropriate scaffolding - Limit the number of steps required for completion - Time allowed - Level of independence required - Tiered centers, assignments, lessons, or products - Provide appropriate leveled reading materials - Deliver the content in “chunks” - Varied texts and supplementary materials - Use technology, if available and appropriate - Varied homework and products - Varied questioning strategies - Provide background knowledge - Define key vocabulary, multiple-meaning words, and figurative language. - Use audio and visual supports, if available and appropriate - Provide multiple learning opportunities to reinforce key concepts and vocabulary - Meet with small groups to reteach idea/skill - Provide cross-content application of concepts - Ability to work at their own pace - Present ideas using auditory, visual, kinesthetic, & tactile means

• excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy		• Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate	• Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate
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VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources

YouTube (Musication, Prodigies Music Lessons, recorder karate tutorials), iPads/Music Apps, MusicFirst Junior, The Rhythm Randomizer, GarageBand, The Music Connection, classroom percussion and Orff instruments, internet elementary music resources (Mrs. Miracle's Music Room, classics for kids, nyphilkids, chrome music lab) technology integration, instructional videos, instrument demonstrations

Unit #: 1

Overview: Duration and Letters of the Treble Clef Staff

Essential Questions:

How can you tell the difference between the different rhythmic symbols?

What is the function of the treble and bass clef?

Why is it important to have a common musical language?

How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?

How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?

Enduring Understanding:

Music is written with a defined set of symbols.

Music is made up of different elements, such as beat, tone, pitch, dynamics, and rhythm.

Music has different ranges and melodic contours (i.e. music moves upwards or downward and sounds high or low).

Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.

Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/presentation/production.

One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.

Recognizing the impact of one's feelings and thoughts on the creative process.

Students will be able to:

Goals/Objectives

All students will continue to develop their musical literacy with a focus on creating, performing, responding and connecting to music with an emphasis on learning the intricacies of playing musical instruments and reading music. These skills help promote life-long learners of music. In addition, Social and Emotional Learning (SEL) has become an area of focus in the Arts Education Curriculum, with an emphasis on integrating self-awareness, self-management, social awareness, relationship skills, and responsible decision making into the classroom.

Students will know:

Learning Targets/ Skills

Third Grade

identify parts of the staff

name commonly used notes and rests

know the duration of commonly used notes and rests

read and perform rhythms

identify the letter names of the treble clef staff

perform melodic patterns on pitched percussion instruments

create rhythmic and melodic works

recognize one's personal traits, strengths and limitations

recognize the importance of self-confidence in handling daily tasks and challenges

demonstrate an awareness of the expectations for social interactions in a variety of settings

Suggested Experiences:

provide practice, exercises, and games to aid in learning of the music staff

create centers to review the concepts

show instructional videos that teach the new concepts

use music technology to enhance the lessons and concepts

distribute music in digital form to students

provide students with opportunities to establish and maintain healthy relationships and practice basic social skills

Unit #: 2

Overview: Introduction to Recorder Playing and Belts White through Orange

Essential Questions:

What does good technique look like when using the recorder? (i.e. sitting or standing position, left hand on top, posture, etc.)
What methods and practice routines can be used to produce a good sound?
How can playing pitched and unpitched instruments help with recognizing and understanding the meaning of musical notation and symbols?
What role does my instrument play within the ensemble?
How does my individual participation benefit the whole ensemble?
How does the recognition of one's personal traits, strengths and challenges influence the creative process?
How do varying degrees of self-confidence affect the performance/presentation/production of artistic works?

Enduring Understanding:

In order to produce a good sound, proper playing position should be demonstrated.
Music-making requires knowledge and practice.
Student will be able to understand the reading of musical notation using recorders.
Participating in an ensemble builds a sense of community.
Music is a team sport.
The sound of the ensemble is built upon the blend of each individual instrument.
An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/presentation/production of artistic works.
Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed.
Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/presentation/production.
Artists organize and develop creative ideas while recognizing the impact of one's personal traits, strengths and challenges.

Students will be able to:

Goals/Objectives

Students will be introduced to playing the recorder with a focus on creating, performing, responding and connecting to music.
Students will use their reading and performance skills to play basic songs. Students will also gain skills in performing alone and with others that can transfer over to performing in band/orchestra/chorus. In addition, Social and Emotional Learning (SEL) has become an area of focus in the Arts Education Curriculum, with an emphasis on integrating self-awareness, self-management, social awareness, relationship skills, and responsible decision making into the classroom.

Students will know:

Learning Targets/ Skills

Third Grade

Student will...

properly hold a recorder
play with breath control
demonstrate correct fingerings to play B, A, and G.
play rhythms containing quarter note, half note, and half rest.
understand the function of the meter signature
play in 4/4 time
improvise rhythmic and melodic patterns on the recorder
create and perform original compositions using given note names and rhythms
recognize one's personal traits, strengths and limitations
recognize the importance of self-confidence in handling daily tasks and challenges
demonstrate an awareness of the expectations for social interactions in a variety of settings

Suggested Experiences:

provide practice, exercises, and games to aid in learning new concepts
create centers to review the concepts
provide small group and large group instruction
show instructional videos for visual learners to demonstrate the new concepts
provide students with additional resources such as online tutorials, websites or apps
use music technology to enhance the lessons
distribute music in digital form to students
assess and adapt recorder lessons for special learners
provide guidance for how to practice at home
provide performance opportunities
provide students with materials and music
teach breathing, sound production and fingering exercises
encourage students to explore improvisation
provide students with opportunities to establish and maintain healthy relationships and practice basic social skills

Unit #: 3

Overview: Recorder Playing and Belts Green through Blue

Essential Questions:

What does good technique look like when using the recorder? (i.e. sitting or standing position, left hand on top, posture, etc.)
What methods and practice routines can be used to produce a good sound?
How can playing pitched and unpitched instruments help with recognizing and understanding the meaning of musical notation and symbols?
What role does my instrument play within the ensemble?
How does my individual participation benefit the whole ensemble?
How do artists balance what is known with what is discovered during the creative process?
How does the recognition of one's personal traits, strengths and challenges influence the creative process?

Enduring Understanding:

In order to produce a good sound, proper playing position should be demonstrated.
Music-making requires knowledge and practice.
Student will be able to understand the reading of musical notation using recorders.
Participating in an ensemble builds a sense of community.
Music is a team sport.
The sound of the ensemble is built upon the blend of each individual instrument.
Artists recognize the skills needed to generate, refine and complete creative ideas in order to achieve their goals.
Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/presentation/production.

Students will be able to:

Goals/Objectives

Students will continue to develop their recorder playing skills with a focus on creating, performing, responding and connecting to music. Students will learn more advanced songs with new notes and letters being introduced. Students will enhance their skills in performing alone and with others that can transfer over to performing in band/orchestra/chorus. In addition, Social and Emotional Learning (SEL) has become an area of focus in the Arts Education Curriculum, with an emphasis on integrating self-awareness, self-management, social awareness, relationship skills, and responsible decision making into the classroom.

Students will know:

Learning Targets/ Skills

Third Grade

Student will...

demonstrate correct fingerings for previous letters and D, E, C'.D'
play rhythms containing previous notes and rests and quarter rest, beamed eighth notes, whole note and tied notes
understand the function of the meter signature
play in 4/4 and 3/4 time
improvise rhythmic and melodic patterns on the recorder
create and perform original compositions using given note names and rhythms
recognize one's personal traits, strengths and limitations
recognize the importance of self-confidence in handling daily tasks and challenges
demonstrate an awareness of the expectations for social interactions in a variety of settings

Suggested Experiences:

provide practice, exercises, and games to aid in learning new concepts
create centers to review the concepts
provide small group and large group instruction
show instructional videos for visual learners to demonstrate the new concepts

provide students with additional resources such as online tutorials, websites or apps
use music technology to enhance the lessons
distribute music in digital form to students
assess and adapt lessons for special learners
provide guidance for how to practice at home
provide performance opportunities
provide students with materials and music
teach breathing, sound production and fingering exercises
encourage students to explore improvisation
provide students with opportunities to establish and maintain healthy relationships and practice basic social skills

General Music- Grade 3

Content Area: **Performing Arts**
Course(s): **General Music K-5**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Learning Standards- Fine and Performing Arts

MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Cr2	Organizing and developing ideas.
MU.3-5.1.3A.5.Cr3	Refining and completing products.
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
MU.3-5.1.3A.5.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.3-5.1.3A.5.Pr6	Conveying meaning through art.
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
MU.3-5.1.3A.5.Re8	Applying criteria to evaluate products.
MU.3-5.1.3A.5.Re9	Interpreting intent and meaning.
MU.3-5.1.3A.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.3-5.1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
MU.3-5.1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
MU.3-5.1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate

	interpretation.
MU.3-5.1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
MU.3-5.1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
MU.3-5.1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.

WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Interdisciplinary Connection

Interdisciplinary Connections: In elementary school music classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to ready rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Finally, music classes connect to science through the explanation of how waves create sound.

21st Century Themes: In addition to mastery of core academic subjects, students must exhibit a range of both functional and critical thinking skills.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.