

Ocean Academy Charter School
Curriculum Guide
Grade 7 - Music



Original Adoption:	August 2025
Created by:	Amy LaBarca and Dariaknna Yencer

OCEAN ACADEMY CHARTER SCHOOL General Music Curriculum	
Content Area: Music	
Course Title: General Music	
Grade Level: 7	
Unit Title	Pacing Guide in Days
Unit Plan 1: The History of Music Technology	20 days
Unit Plan 2: Creating and Producing Music 1	25 days

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Music	
Unit 1 Title: The History of Music Technology	Duration: 20 Days
Target Course/Grade Level: 7	
Introduction: In this unit, students will explore how technological advancements have influenced the creation, performance, and distribution of music throughout history. By examining key innovations from the early 20th century to modern day, students will develop a deeper understanding of the tools and techniques that have shaped musical genres and styles. They will investigate the origins of current music production methods and trace their evolution through historical, cultural, and artistic contexts.	

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Through analysis, discussion, and multimedia engagement, students will learn how music technology, from the phonograph and synthesizer to digital audio workstations and streaming platforms, has played a vital role in how music is made and experienced. Students will connect this historical understanding to present-day tools and trends, recognizing how technology continues to influence musical expression.

This unit fosters critical thinking by encouraging students to question how and why certain technologies impacted music and what that means for musicians and audiences today. By the end of the unit, students will be equipped to define key music technology terms, identify significant milestones in the development of music technology, and articulate the connections between music history and modern music-making.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and

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secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Practices for Music

Creating: • Imagine • Plan, Make • Evaluate, Refine

Performing: • Rehearse, Evaluate, Refine • Select, Analyze, Interpret • Present

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Responding: • Select, Analyze • Evaluate • Interpret Connecting: • Interconnect	
Unit 1 Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Anchor Standards Core Ideas	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing ideas.	1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Anchor Standard 4: Selecting, analyzing, and interpreting work	1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding	1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 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

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Anchor Standard 7: Perceiving and analyzing products.	• 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. • 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance). • 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
Anchor Standard 9: Interpreting intent and meaning	• 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections:	
RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
Unit 1 New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts- Creativity and Innovation Critical Thinking and Problem Solving Digital Citizenship	

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Informational and Media Literacy Technology Literacy	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
Unit 1 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concept Impact of Computing	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

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Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

Unit 1 Knowledge and Skills	
Unit Learning Targets (Objectives) Students will be able to... - Describe how audio production tools have changed from analog to digital formats. - Explain the influence of historical innovations (like the synthesizer, cassette, or MIDI) on music styles. - Identify and use basic music technology vocabulary in discussion and writing. - Compare and contrast music from different decades based on production methods. - Recognize key figures and movements that shaped music technology. - Trace how specific technologies contributed to the rise of new musical genres.	
Unit Enduring Understandings Students will know... - Artists' creative expression is shaped by the time period, culture, and tools available to them. - The evolution of music technology reflects broader social, cultural, and artistic shifts. - Listeners and musicians bring their own experiences to how they interpret and value music. - Musical creators use technology not just to produce sound, but to communicate meaning and intent. - How and where music is presented can influence how it is received by an audience. - Musicians make personal and stylistic choices that reflect both innovation and tradition.	
Unit Essential Questions	

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- In what ways has technology shaped the way music is created and shared?
- How does understanding music's history enhance our appreciation of current trends?
- What factors influence a musician's choice of tools and sounds?
- How do changing technologies impact how audiences experience music?
- How do personal identity and cultural context influence musical interpretation and innovation?
- What role does technology play in expressing a musician's artistic vision?

Unit 1 Instructional Plan

Suggested Activities

- "From Bach to Rock".
- 8Bit Music and Modern Technology
- Steve Reich lesson and examples

Unit 1 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Do-Now
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Quizzes
- Projects
- Tests

Benchmark:

- Tiered Assessments

Alternative:

- Modified assignments

Performance Tasks:

- Create/perform music live or digitally

Unit 1 Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Provide visuals, diagrams, and color-coded notation.
- Pre-teach and review music vocabulary (harmony, tempo, dynamics, form).
- Provide guided notes, outlines, or checklists for music analysis and projects.
- Use teacher modeling and step-by-step demonstrations for complex skills.
- Offer small-group or one-on-one support when needed.
- Provide preferential seating near teacher, conductor, or instruments.
- Allow extended time for practice, performance, or composition.
- Break multi-step assignments (e.g., composition, ensemble rehearsal) into smaller tasks.
- Accept oral, digital, or recorded demonstrations instead of written responses.
- Provide adapted instruments or assistive technology when required.
- Allow use of scribes, communication devices, or notation software.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for performances, projects, and assessments.
- Offer small-group or quiet rehearsal spaces.
- Provide preferential seating.
- Accept oral, digital, or recorded demonstrations of learning.
- Provide adapted instruments and technology tools as needed.

Students at Risk of Failure

- Provide visuals, modeling, and repeated practice of tasks.
- Pre-teach and reinforce vocabulary with real-world connections.
- Break projects and performances into manageable steps.
- Provide frequent teacher feedback and check-ins.
- Assign peer mentors or section leaders for support in ensembles.
- Offer preferential seating.
- Provide simplified notation, rhythm, or tasks when appropriate.
- Celebrate progress and effort, not only final performances.

Gifted and Talented

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- Ask higher-order, open-ended questions about music analysis and performance.
- Encourage improvisation, composition, and arranging.
- Provide enrichment opportunities (ensembles, digital music production, advanced notation).
- Offer leadership roles (conducting warm-ups, leading sections, mentoring peers).
- Provide opportunities for independent study or interest-based projects.
- Allow choice in repertoire, instruments, or project themes.
- Integrate cross-curricular enrichment (history of music, math in rhythm, science of sound).
- Encourage portfolio building and authentic performance opportunities (concerts, community events).
- Provide structured critique opportunities (self, peer, group).

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Use visuals, labeled diagrams, and translated word banks.
- Pre-teach and revisit music vocabulary with audio models.
- Scaffold reading of lyrics or notation with guided practice.
- Provide sentence frames for reflections and critiques (e.g., “The piece sounded ____ because ____”).
- Allow oral or recorded reflections in place of extended written work.
- Provide extended time and partner support.
- Use captioned videos, recordings, or translation tools.

Diversity and Inclusion

- Highlight music traditions, instruments, and genres from diverse cultures.
- Allow students to bring in personal or cultural music examples.
- Provide alternative ways to demonstrate learning (performance, digital projects, oral presentations).
- Use clear academic language; avoid slang or idiomatic expressions.
- Establish norms for inclusive and respectful group performance and critique.
- Provide sufficient wait time for responses.
- Involve families and communities in concerts or cultural music projects.
- Foster a supportive classroom climate where creativity and expression are valued.

Unit 1 Supplemental Resources

- School databases

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- Multimedia Resources
- Interactive Projector
- Amistad Commission
- Holocaust Commission
- An Artifact History of Disability in America
- LBGTQ+ Resources-Library of Congress
- Printers and Computers
- Online Resources and videos
- Rubrics

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

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- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit 1 Teacher Comments

OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview

Content Area: Music

Unit 2 Title: Creating and Producing Music 1

Duration: 25 Days

Target Course/Grade Level: 7

Introduction:

In this unit, students will explore the world of digital music creation by composing original pieces using a digital audio workstation (DAW), such as SoundTrap. Building on prior knowledge of musical elements and technology, students will deepen their understanding of how to apply musical concepts in a digital environment. Through hands-on projects, they will learn to manipulate loops, record sounds, and apply advanced editing tools such as echo, reverb, pitch modulation, and automation.

Students will also examine the technical aspects of digital audio, including audio file types, sample rates, and bit depth, enabling them to make informed decisions during the music production process. Collaboration and critique will play a central role as students reflect on their own work and offer constructive feedback to peers. By the end of the unit, students will be able to create and refine original compositions that reflect thoughtful musical choices and demonstrate growing technical skill.

This unit emphasizes not only the technical skills involved in music production but also the artistic and expressive decisions that shape meaningful musical works. Students will

leave with a deeper understanding of how music technology serves as a powerful tool for creativity, communication, and artistic expression.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

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Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

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Practices for Music

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Performing: • Rehearse, Evaluate, Refine • Select, Analyze, Interpret • Present

Responding: • Select, Analyze • Evaluate • Interpret

Connecting: • Interconnect

Unit 2 Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

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Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 2: Organizing and developing ideas.	• 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent. • 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences
Anchor Standard 3: Refining and completing products.	• 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. • 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
Anchor Standard 6: Conveying meaning through art.	1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent. 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
Anchor Standard 8: Applying criteria to evaluate products.	1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. 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

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Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Unit 2 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts-

Creativity and Innovation

Critical Thinking and Problem Solving

Digital Citizenship

Informational and Media Literacy

Technology Literacy

Core Ideas

**Performance Expectations
(Identified with Standard Number and statement)**

With a growth mindset, failure is an important part of success.

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Innovative ideas or innovation can lead to career opportunities.

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Collaboration with individuals with diverse experiences can aid in the problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies

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process, particularly for global issues where diverse solutions are needed.	used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Unit 2 New Jersey Student Learning Standards: Computer Science and Design Thinking	
Disciplinary Concept Interaction of Technology and Humans	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Human needs and desires determine which new tools are developed	8.2.2.ITH.2: Explain the purpose of a product and its value.
Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life	8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
New Jersey Student Learning Standards: Climate Change Mandate	

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

Unit 2 Knowledge and Skills
Unit 2 Learning Targets (Objectives) Students will be able to... • Arrange digital sound layers to create original music using loop-based structures. • Utilize digital effects (reverb, panning, echo, pitch shift, etc.) to shape the mood and style of a track. • Make informed choices when selecting audio files based on format quality and resolution settings. • Edit, refine, and improve music projects using automation and timeline-based tools. • Describe and apply technical vocabulary related to music production and digital composition. • Incorporate musical techniques such as dynamics, structure, harmony, and melodic phrasing into digital compositions. • Reflect on feedback from self-assessments and peer/teacher critiques to revise and enhance their work.
Unit 2 Enduring Understandings Students will know... • Artistic decisions in digital music are shaped by both creative intention and technical knowledge. • Composers and producers refine their work over time by embracing new ideas and applying feedback constructively. • The quality and impact of a piece can be influenced by how and where it is shared or performed. • Different cultural, historical, and personal factors affect the way music is created and perceived. • Evaluating digital music requires understanding of both musical content and production technique.

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- Expressive intent can be conveyed through careful use of musical elements and sound manipulation.

Unit 2 Essential Questions

- What factors influence the musical choices we make when composing digitally?
- How can editing tools in a DAW change the emotional effect of a piece?
- When is a digital composition considered complete and ready to share?
- In what ways do context and presentation affect how a digital song is received by listeners?
- How do we evaluate the effectiveness of music we create using technology?
- What connections can we make between traditional music performance and digital music production?

Unit 2 Instructional Plan

Project 1- Music Notation Project. Students will compose a song notation software for two instruments and apply basic constructs of rhythm, melody, and harmony.

Project 2- Pop Song Project- Students will learn about and examine the form and structure of a POP SONG by analyzing

Some new and classic examples. Then they will create their lyrics, melody and a beat for their own original song

Project 3- Remix Project - Students will convert a YouTube video to an .mp3 and alter the file by slicing, rearranging, and other modifications to create a remix that sounds seamless.

Project 4- Music Invention- Students will create a musical instrument using everyday objects + tech

Project 5- Music/Film Study- Students will watch, listen, and discuss music from musicals and the role that they play, as well as the inner workings of production.

Sound Trap/ Noteflight

Unit 2 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Do-Now
- Exit Tickets
- Classroom Games

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- Self-assessment

Summative:

- Quizzes
- Presentations
- Projects

Benchmark:

- Tiered Assessments

Alternative:

- Modified assignments

Performance Tasks:

- Create/perform music live or digitally

Unit 2 Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Provide visuals, diagrams, and color-coded notation.
- Pre-teach and review music vocabulary (harmony, tempo, dynamics, form).
- Provide guided notes, outlines, or checklists for music analysis and projects.
- Use teacher modeling and step-by-step demonstrations for complex skills.
- Offer small-group or one-on-one support when needed.
- Provide preferential seating near teacher, conductor, or instruments.
- Allow extended time for practice, performance, or composition.
- Break multi-step assignments (e.g., composition, ensemble rehearsal) into smaller tasks.
- Accept oral, digital, or recorded demonstrations instead of written responses.
- Provide adapted instruments or assistive technology when required.
- Allow use of scribes, communication devices, or notation software.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for performances, projects, and assessments.
- Offer small-group or quiet rehearsal spaces.
- Provide preferential seating.
- Accept oral, digital, or recorded demonstrations of learning.

- Provide adapted instruments and technology tools as needed.
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Students at Risk of Failure

- Provide visuals, modeling, and repeated practice of tasks.
 - Pre-teach and reinforce vocabulary with real-world connections.
 - Break projects and performances into manageable steps.
 - Provide frequent teacher feedback and check-ins.
 - Assign peer mentors or section leaders for support in ensembles.
 - Offer preferential seating.
 - Provide simplified notation, rhythm, or tasks when appropriate.
 - Celebrate progress and effort, not only final performances.
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Gifted and Talented

- Ask higher-order, open-ended questions about music analysis and performance.
 - Encourage improvisation, composition, and arranging.
 - Provide enrichment opportunities (ensembles, digital music production, advanced notation).
 - Offer leadership roles (conducting warm-ups, leading sections, mentoring peers).
 - Provide opportunities for independent study or interest-based projects.
 - Allow choice in repertoire, instruments, or project themes.
 - Integrate cross-curricular enrichment (history of music, math in rhythm, science of sound).
 - Encourage portfolio building and authentic performance opportunities (concerts, community events).
 - Provide structured critique opportunities (self, peer, group).
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Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Use visuals, labeled diagrams, and translated word banks.
- Pre-teach and revisit music vocabulary with audio models.
- Scaffold reading of lyrics or notation with guided practice.
- Provide sentence frames for reflections and critiques (e.g., “The piece sounded ____ because ____”).
- Allow oral or recorded reflections in place of extended written work.
- Provide extended time and partner support.
- Use captioned videos, recordings, or translation tools.

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Diversity and Inclusion

- Highlight music traditions, instruments, and genres from diverse cultures.
- Allow students to bring in personal or cultural music examples.
- Provide alternative ways to demonstrate learning (performance, digital projects, oral presentations).
- Use clear academic language; avoid slang or idiomatic expressions.
- Establish norms for inclusive and respectful group performance and critique.
- Provide sufficient wait time for responses.
- Involve families and communities in concerts or cultural music projects.
- Foster a supportive classroom climate where creativity and expression are valued.

Unit 2 Supplemental Resources

- School databases
- Multimedia Resources
- Interactive Projector
- Amistad Commission
- Holocaust Commission
- An Artifact History of Disability in America
- LBGTQ+ Resources-Library of Congress
- Printers and Computers
- Online Resources and videos
- Rubrics

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

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- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Teacher Comments