

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12



Original Adoption:	August 2025
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Ocean Academy Charter High School Music Theory Curriculum	
Content Area: Music	
Course Title: Music Theory	
Grade Level: 9 -12	
Unit Title	Pacing Guide in Days
Unit 1: Major & Minor Scales Rhythmic Division Amistad Law: N.J.S.A. Holocaust Law: N.J.S.A. 1	30 days
Unit 2: I, V in Major & Minor Rhythmic Elongation LGBT and Disabilities Law: Diversity and Inclusion	30 days
Unit 3: Other Diatonic Triads Syncopation Asian Americans and Pacific Islanders (AAPI)	30 days

Ocean Academy Charter High School Unit 1 Overview	
Content Area: Music	
Unit 1 Title: Major & Minor Scales Rhythmic Division	Duration: 30 Days
Target Course/Grade Level: 9 -12	
Introduction In this unit, students will deepen their musical understanding by exploring the essential elements of tonality and rhythm. Through a combination of hands-on practice and analytical	

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

listening, students will learn to create, perform, and analyze music in both major and minor modes, while also gaining fluency in simple and compound meters.

The unit begins with an exploration of musical tonality. Students will study the structure and characteristics of major and minor modes, focusing on the use of the pentachord, tonic triad, and complete scale. These foundational elements will help students grasp how tonal centers are established and how melodies and harmonies are constructed.

Alongside tonality, students will investigate rhythm and meter. They will learn to identify and understand simple and compound meters by examining how beats are grouped and subdivided. This includes recognizing patterns in time signatures and understanding how rhythm functions within different musical contexts.

To apply their knowledge, students will engage in a variety of creative and performance-based activities. These may include playing classroom instruments, composing original pieces, and performing rhythmic and melodic exercises. By actively making music, students will build practical skills while developing a deeper appreciation for the structure and expressive power of music.

By the end of the unit, students will be equipped with the tools to interpret and create music across a variety of time signatures and tonalities, enhancing both their musicianship and musical literacy.

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.

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

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 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.

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

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,

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

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

Responding:

- Select, Analyze
- Evaluate
- Interpret

Connecting:

- Interconnect

Unit 1 Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Disciplinary Concepts

Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing ideas.	1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
Anchor Standard 2: Organizing and developing ideas.	1.3B.12acc.Cr2a: Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines. 1.3B.12acc.Cr2b: Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
Anchor Standard 3: Refining and completing products.	1.3B.12acc.Cr3a: Identify, describe and apply selected teacher-provided or personally developed criteria to

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

	assess and refine the technical and expressive aspects of evolving drafts leading to final versions. 1.3B.12acc.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
Anchor Standard 6: Conveying meaning through art.	1.3B.12acc.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent. 1.3B.12acc.Pr6b: Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
Anchor Standard 7: Perceiving and analyzing products.	1.3B.12acc.Re7a: Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition. 1.3B.12acc.Re7b: Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
Anchor Standard 9: Applying criteria to evaluate products.	1.3B.12acc.Re9a: Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures. 1.3B.12acc.Re9b: Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections

RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

**Unit 1 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., 1.1.12prof.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).

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

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).
Cultivating online reputations for employers and academia requires separating private and professional digital identities.	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Media have embedded values and points of view.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6). Holocaust Law: N.J.S.A. Amistad Law: N.J.S.A. 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). Holocaust Law: N.J.S.A. Amistad Law: N.J.S.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 1 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concept Engineering Design	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

	system (e.g., materials, energy, tools, capital, labor).
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Unit 1 Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to:

Rhythm and Meter

- Create, perform, and respond to rhythmic patterns in **simple meter**, including beat, beat division, ties, and dotted notes.
- Create, perform, and respond to rhythmic patterns in **compound meter**, including beat, division, and subdivision.

Pitch and Tonality

- Create, perform, and respond to melodic material in the **major mode** using pentachords, tonic triads, and scales.
- Create, perform, and respond to melodic material in the **minor mode** using pentachords, tonic triads, and scales.

Expressive Communication Through Music

- Demonstrate how musical sounds and ideas can represent **personal experiences, visual imagery, text, events, or stories**.
- Assemble and organize sounds or motifs to express **selected ideas or narratives** through initial musical statements.

Musical Structure and Development

- Describe and explain how musical ideas evolve within drafts using **simple or moderately complex forms**, such as binary, ternary, and rondo.

Reflection and Refinement

- Apply teacher-provided or self-developed **criteria** to evaluate and improve the **technical and expressive qualities** of musical drafts, refining them toward final performance or presentation.

Unit Enduring Understandings

Creative Process in Music

- Musicians draw creative inspiration from diverse sources, including ideas, emotions, and life experiences.
- The creative choices musicians make are shaped by their skill level, the cultural and social context, and their expressive goals.

Refining Musical Work

- Musicians improve the quality of their work through persistence, openness to feedback, and the thoughtful application of evaluative criteria.

Musical Preferences and Experience

- People select musical works based on personal interests, life experiences, knowledge, and specific purposes.
- Understanding the historical, cultural, and social context—as well as the use of musical elements—deepens and informs one’s response to music.

Evaluation and Interpretation

- Personal judgments about music are enhanced through analysis, interpretation, and the use of clearly defined standards or criteria.

Unit Essential Questions

Creative Process in Music

- Where do musicians find inspiration for their ideas?
- What factors influence the creative decisions musicians make?

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Refining Musical Work

- How do musicians enhance the quality of their work?

Musical Preferences and Experience

- How do people decide what music to listen to or perform?
- In what ways does understanding the structure and context of music shape our response to it?

Evaluation and Interpretation

- What criteria help us evaluate the quality of musical works and performances?

Unit 1 Instructional Plan

Suggested Activities

MUSIC LITERACY PROCESS	
Phase 1: Reading Readiness Process centers around rote learning	
Phase 1A: Aural/Oral Skill Development	
Teacher sings tonal pattern on neutral syllable; students echo on neutral syllable	Teacher chants rhythm patterns on neutral syllable; students echo on neutral syllable
Phase 1B: Verbal Association	
Teacher sings tonal pattern on tonal syllables; students echo on tonal syllables ➤ Aurally identify same/different patterns ➤ Associate words like high/low, skip/step, interval, scale, triad with their sounds	Teacher chants rhythm syllables; students echo on rhythm syllables ➤ Associate words like long/short, beat/rhythm, duple/triple, meter with their sounds ➤ Aurally identify same/different patterns
Phase 1C: Generalization-Verbal	
Teacher sings tonal pattern on neutral syllable; students echo on tonal syllables	Teacher chants rhythm patterns on neutral syllable; students echo on rhythm syllables

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Phase 2: Symbolic Association Visual representation of pitch and rhythm.	
Students visually associate tonal symbols (notation) with the sign (tonal syllables and sound) ➤ Students read tonal patterns on tonal syllables ➤ Students create/compose short tonal patterns ➤ Students take dictation of short tonal patterns	Students visually associate rhythm symbols (notation) with the sign (rhythm syllables and sound) ➤ Students read rhythm patterns on rhythm syllables ➤ Students create/compose short rhythm patterns ➤ Students dictation of short rhythm patterns
Phase 3: Integrating Tonal and Rhythm Patterns	
Phase 3A: Reading Readiness Students sing melodic patterns by rote using tonal syllables	
Phase 3B: Reading Students read short melodic passages on tonal syllables	
Phase 3C: Create/Compose Students compose short melodic passages	
Phase 3D: Dictation Students listen to short melodic passages sung on neutral syllables then notate	
Resources/Texts ➤ Progressive Sight Singing ➤ Musician's Guide to Theory and Analysis ➤ Flat for Education / NoteFlight Learn ➤ Sight Reading Factory ➤ musictheory.net	
Unit 1 Evidence of Student Learning	
Formative: ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators ➤ Think-Pair-Share ➤ Do-Now	

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

- Composition Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

Benchmark:

- Tiered Assessments

Alternative:

- Portfolio Project
- Modified assignments

Performance Tasks

- Read tonal patterns on tonal syllables
- Create/compose short tonal patterns
- Take dictation of short tonal patterns
- Sing melodic patterns by rote and by reading using tonal syllables
- Listen to short melodic passages sung on neutral syllables then notate

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 1 Supplemental Resources

Instructional Materials

- Progressive Sight Singing
- Musician's Guide to Theory and Analysis
- Flat for Education / NoteFlight Learn
- Sight Reading Factory
- musictheory.net

Supplemental Materials

- LGBT and Individuals with disabilities Resources
- School databases
- Multimedia Resources including videos of choral compositions about the Holocaust (Suggestions: Even When He is Silent by Kim André Arnesen) **Holocaust Law: N.J.S.A.** and African American History (Suggestions: Follow the Drinking Gourd by Emily Crocker or Compositions by Moses Hogan like Battle of Jericho and Elijah Rock) **Amistad Law: N.J.S.A.**
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Intervention Materials

- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Ocean Academy Charter High School
Unit 2 Overview

Content Area: Music

Unit 2 Title: I, V in Major & Minor | Rhythmic Elongation

Duration: 30 Days

Target Course/Grade Level: 9 -12

Introduction

In this unit, students will develop essential musical skills by learning to create, perform, and respond to music using both major and minor tonalities, as well as simple and compound meters. Through a variety of engaging activities, students will explore how melody, harmony, and rhythm work together to shape musical expression.

Students will begin by studying rhythm in both simple and compound meters. They will learn how beats are subdivided and how these subdivisions influence musical phrasing and feel. Key rhythmic concepts such as beat division, ties, and dotted notes (extension dots) will be introduced to help students read and perform with greater rhythmic accuracy.

Building on this rhythmic foundation, students will explore major and minor modes, focusing on harmonic relationships and tonal structure. They will be introduced to fundamental harmonic functions, specifically the tonic (I), dominant (V), and dominant seventh (V7)

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

chords. Students will learn how these chords define tonality and how they are used in both performance and composition to create harmonic movement and resolution.

Throughout the unit, students will engage in hands-on music-making activities, including playing instruments, singing, composing short pieces, and analyzing musical examples. These experiences will help students connect theoretical concepts with real-world application, enhancing their ability to interpret and express music across different styles and structures.

By the end of the unit, students will have a deeper understanding of how rhythm and tonality function in music and will be able to apply this knowledge creatively and confidently in their own musical practice.

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Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

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Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

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Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

	1.3B.12acc.Pr6b: Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
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Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

checking the inferred meaning in context or in a dictionary).

L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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., 1.1.12prof.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,

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).

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

particularly for global issues where diverse solutions are needed.	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).
Cultivating online reputations for employers and academia requires separating private and professional digital identities.	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Media have embedded values and points of view.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6). LGBT and Disabilities Law: Diversity and Inclusion 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). LGBT and Disabilities Law: Diversity and Inclusion
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 Engineering Design	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

between requirements, specifications, and constraints.	concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
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Unit 2 Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to:

Performance and Sharing of Music

- Share music through **notation, solo or group performance, or technology**, and explain how musical elements and compositional techniques express the intended meaning or emotion.
- Demonstrate expressive intent by integrating elements of music such as rhythm, pitch, dynamics, and form into performances and musical representations.

Creative Decision-Making and Composition

- Apply **teacher-provided or self-developed criteria** to choose music that reflects **personal experiences, moods, images, texts, or stories**.
- Justify and explain selected music choices as **inspirational models for original composition**.
- Use selected examples to inform and guide the creative process in composition and performance.

Musical Analysis and Interpretation

- Analyze musical works through **aural observation and score reading**, identifying musical elements (including form), compositional techniques, and stylistic features.

- Relate musical elements to **style, mood, and historical or cultural context**, and explain how this analysis can inform personal development as a **composer, performer, or listener**.

Unit Enduring Understandings

Students will understand that:

Creativity and Inspiration

- Musical ideas, concepts, and emotions are inspired by a wide range of personal, cultural, and environmental sources.
- Musicians' creative decisions are shaped by their skills, experiences, context, and intended expressive outcomes.

Evaluation and Refinement

- Musicians improve their work by remaining open to feedback, exploring new ideas, and applying clear criteria for evaluation.
- Thoughtful reflection and critique—grounded in musical understanding—support the refinement of musical compositions and performances.

Response and Interpretation

- Personal preferences for music are influenced by individual experiences, interests, and purposes.
- Analyzing a musical work's social, cultural, and historical context—and how musical elements are used—enhances one's appreciation and response to it.

Unit Essential Questions

- What inspires musicians to create?
- What factors influence the creative decisions musicians make?
- How do musicians evaluate and refine their work to improve its quality?
- How do people choose which music to experience or create?

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

- How does knowledge of musical structure and context deepen our understanding of a piece?
- What criteria help us judge the quality of a musical work or performance?

Unit 2 Instructional Plan

Suggested Activities

MUSIC LITERACY PROCESS	
Phase 1: Reading Readiness <i>Process centers around rote learning.</i>	
<i>Phase 1A: Aural/Oral Skill Development</i>	
Teacher sings tonal pattern on neutral syllable; students echo on neutral syllable	Teacher chants rhythm patterns on neutral syllable; students echo on neutral syllable
<i>Phase 1B: Verbal Association</i>	
Teacher sings tonal pattern on tonal syllables; students echo on tonal syllables ➤ Aurally identify same/different patterns ➤ Associate words like high/low, skip/step, interval, scale, triad with their sounds	Teacher chants rhythm syllables; students echo on rhythm syllables ➤ Associate words like long/short, beat/rhythm, duple/triple, meter with their sounds ➤ Aurally identify same/different patterns
<i>Phase 1C: Generalization-Verbal</i>	
Teacher sings tonal pattern on neutral syllable; students echo on tonal syllables	Teacher chants rhythm patterns on neutral syllable; students echo on rhythm syllables
Phase 2: Symbolic Association <i>Visual representation of pitch and rhythm.</i>	
Students visually associate tonal symbols (notation) with the sign (tonal syllables and sound) ➤ Students read tonal patterns on tonal syllables ➤ Students create/compose short tonal patterns ➤ Students take dictation of short tonal patterns	Students visually associate rhythm symbols (notation) with the sign (rhythm syllables and sound) ➤ Students read rhythm patterns on rhythm syllables ➤ Students create/compose short rhythm patterns ➤ Students dictation of short rhythm patterns

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Phase 3: Integrating Tonal and Rhythm Patterns
<i>Phase 3A: Reading Readiness</i> Students sing melodic patterns by rote using tonal syllables
<i>Phase 3B: Reading</i> Students read short melodic passages on tonal syllables
<i>Phase 3C: Create/Compose</i> Students compose short melodic passages
<i>Phase 3D: Dictation</i> Students listen to short melodic passages sung on neutral syllables then notate
Resources/Texts ➤ Progressive Sight Singing ➤ Musician's Guide to Theory and Analysis ➤ Flat for Education / NoteFlight Learn ➤ Sight Reading Factory ➤ musictheory.net
Unit 2 Evidence of Student Learning
Formative: ➤ Observation ➤ Homework ➤ Class Participation ➤ Whiteboards/communicators ➤ Think-Pair-Share ➤ Do-Now ➤ Composition Prompts ➤ Exit Tickets ➤ Classroom Games ➤ Self-assessment Summative: ➤ Chapter/Unit Test ➤ Quizzes ➤ Presentations ➤ Unit Projects

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Benchmark:

- Tiered Assessments

Alternative:

- Portfolio Project
- Modified assignments

Performance Tasks:

- Read tonal patterns on tonal syllables
- Create/compose short tonal patterns
- Take dictation of short tonal patterns
- Sing melodic patterns by rote and by reading using tonal syllables
- Listen to short melodic passages sung on neutral syllables then notate

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 2 Supplemental Resources

Instructional Materials

- Progressive Sight Singing
- Musician's Guide to Theory and Analysis
- Flat for Education / NoteFlight Learn
- Sight Reading Factory
- musictheory.net

Supplemental Materials

- LGBT and Individuals with disabilities Resources
- School databases
- Multimedia Resources including videos of choral compositions about the LGBT (Suggestions: Compositions by Percy Grainger or Stephen Sondheim or Considering Matthew Sheppard by Craig Hella Johnson) **LGBT and Disabilities Law:** and Diversity and Inclusion (Suggestions: Compositions by Beethoven who was deaf, Schumann, who had an injured hand, or songs with choirs performing sign language) **Diversity and Inclusion**
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Intervention Materials

- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

working with other students). Anchors should be directly related to the current learning goals.

- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Ocean Academy Charter High School

Unit 3 Overview

Content Area: Music

Unit 3 Title: Other Diatonic Triads | Syncopation

Duration: 30 Days

Target Course/Grade Level: 9 -12

Introduction:

In this unit, students will continue to strengthen their musicianship by developing the skills to create, perform, and respond to music in both major and minor tonalities, as well as in simple and compound meters. Emphasis will be placed on deepening their understanding of rhythm and harmony, and how these elements interact to shape musical expression.

The unit begins with an exploration of rhythm within simple and compound meters. Students will build on their prior knowledge by learning to identify and perform more complex rhythmic patterns, including syncopation and borrowed beats. These concepts will help students understand how rhythmic tension and variation contribute to musical interest and style.

Simultaneously, students will expand their understanding of harmony in both major and minor modes. They will explore the full range of diatonic chords, including ii, iii, IV, vi, and vii°, and how these chords function within a key. In addition, students will be introduced to diatonic seventh chords, learning how they add color and depth to harmonic progressions in music.

Throughout the unit, students will engage in a variety of hands-on musical experiences, including playing instruments, singing, simple composing, and analyzing music. These activities will allow students to apply theoretical knowledge in practical settings, fostering both creativity and critical listening skills.

By the end of the unit, students will have a well-rounded understanding of rhythm and harmony, enabling them to interpret, create, and perform music with increased confidence, accuracy, and expression.

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

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 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.

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

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

Responding:

- Select, Analyze
- Evaluate
- Interpret

Connecting:

- Interconnect

Unit 3 Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Anchor Standards	Performance Expectations (Identified with Standard number and statement)
Anchor Standard 1: Generating and conceptualizing ideas.	1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
Anchor Standard 2: Organizing and developing ideas.	1.3B.12acc.Cr2a: Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines. 1.3B.12acc.Cr2b: Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
Anchor Standard 3: Refining and completing products.	1.3B.12acc.Cr3a: Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. 1.3B.12acc.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
Anchor Standard 6: Conveying meaning through art.	1.3B.12acc.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent. 1.3B.12acc.Pr6b: Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
Anchor Standard 7: Perceiving and analyzing products.	1.3B.12acc.Re7a: Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

	1.3B.12acc.Re7b: Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
Anchor Standard 9: Applying criteria to evaluate products.	1.3B.12acc.Re9a: Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures. 1.3B.12acc.Re9b: Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Unit 3 New Jersey Student Learning Standards: Interdisciplinary Connections

RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

Unit 3 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., 1.1.12prof.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).

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

	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).
Cultivating online reputations for employers and academia requires separating private and professional digital identities.	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Media have embedded values and points of view.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6). Asian Americans and Pacific Islanders (AAPI) 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). Asian Americans and Pacific Islanders (AAPI)
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 3 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concept	

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Unit 3 Knowledge and Skills
Unit Learning Targets / Objectives <i>Students will be able to:</i> Rhythm and Meter ➤ Create, perform, and respond to rhythms in simple meter incorporating syncopation and borrowed beats. ➤ Create, perform, and respond to rhythms in compound meter incorporating syncopation and borrowed beats. Pitch and Tonality ➤ Create, perform, and respond to major mode patterns using ii, iii, IV, vi, and vii chords. ➤ Create, perform, and respond to minor mode patterns using II, III, iv, VI, and VII chords. Creative Expression and Representation

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

- Demonstrate how musical sounds and ideas can be used to represent **events, memories, images, concepts, texts, or storylines**.
- Combine and organize multiple musical elements to express **personal or thematic ideas** through initial musical statements.

Compositional Development

- Describe and explain how musical ideas are developed and structured in drafts using **binary, ternary, rondo**, or other moderately complex forms.
- Apply teacher-provided or self-developed criteria to evaluate and revise musical drafts, improving both technical precision and expressive clarity.

Performance and Communication

- Share music using **notation, live performance, or digital technology**, and articulate how musical elements and techniques are used to convey expressive intent.
- Select music that represents **personal interests, moods, and experiences**, and explain and justify these choices as **models for original composition**.

Analysis and Reflection

- Analyze musical works **aurally and through score reading**, identifying how elements and techniques relate to **style, mood, and context**.
- Explain how analysis contributes to growth as a **composer, performer, and listener**.
- Evaluate the **technical and expressive quality** of music using knowledge of theory and composition techniques.
- Reflect on the creative process by explaining how **peer critique and feedback** influenced personal musical development.

Unit Enduring Understandings

Students will understand that:

Creative Process

- Musical ideas and emotions come from diverse sources including personal experience, imagination, and cultural influences.
- Musicians make artistic decisions based on their **skills, context, and expressive goals**.
- The creative process involves ongoing **evaluation, revision, and persistence**, supported by clear criteria and openness to feedback.

Interpretation and Response

- People's choices in music reflect their **personal interests, background knowledge, and purposes**.
- Understanding the **historical, social, and cultural context** of a piece, along with how musicians manipulate musical elements, informs a deeper response to music.
- Evaluating music and performances requires thoughtful **analysis, interpretation, and use of criteria** to determine technical and expressive quality.

Unit Essential Questions

- How do musicians develop and shape creative ideas?
- What factors influence musicians' artistic decisions?
- What strategies help musicians refine and improve their work?
- Why do people choose certain music to experience or perform?
- How does understanding structure and context enhance our response to music?
- What makes a musical work or performance effective or meaningful?

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Suggested Activities

MUSIC LITERACY PROCESS	
Phase 1: Reading Readiness Process centers around rote learning.	
Phase 1A: Aural/Oral Skill Development	
Teacher sings tonal pattern on neutral syllable; students echo on neutral syllable	Teacher chants rhythm patterns on neutral syllable; students echo on neutral syllable
Phase 1B: Verbal Association	
Teacher sings tonal pattern on tonal syllables; students echo on tonal syllables ➤ Aurally identify same/different patterns ➤ Associate words like high/low, skip/step, interval, scale, triad with their sounds	Teacher chants rhythm syllables; students echo on rhythm syllables ➤ Associate words like long/short, beat/rhythm, duple/triple, meter with their sounds ➤ Aurally identify same/different patterns
Phase 1C: Generalization-Verbal	
Teacher sings tonal pattern on neutral syllable; students echo on tonal syllables	Teacher chants rhythm patterns on neutral syllable; students echo on rhythm syllables
Phase 2: Symbolic Association Visual representation of pitch and rhythm.	
Students visually associate tonal symbols (notation) with the sign (tonal syllables and sound) ➤ Students read tonal patterns on tonal syllables ➤ Students create/compose short tonal patterns ➤ Students take dictation of short tonal patterns	Students visually associate rhythm symbols (notation) with the sign (rhythm syllables and sound) ➤ Students read rhythm patterns on rhythm syllables ➤ Students create/compose short rhythm patterns ➤ Students dictation of short rhythm patterns
Phase 3: Integrating Tonal and Rhythm Patterns	
Phase 3A: Reading Readiness Students sing melodic patterns by rote using tonal syllables	
Phase 3B: Reading Students read short melodic passages on tonal syllables	

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

Phase 3C: Create/Compose
Students compose short melodic passages

Phase 3D: Dictation
Students listen to short melodic passages sung on neutral syllables then notate

Resources/Texts

- Progressive Sight Singing
- Musician's Guide to Theory and Analysis
- Flat for Education / NoteFlight Learn
- Sight Reading Factory
- musictheory.net

Unit 3 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Composition Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

Benchmark:

- Tiered Assessments

Alternative:

- Portfolio Project
- Modified assignments

Performance Tasks

- Read tonal patterns on tonal syllables
- Create/compose short tonal patterns
- Take dictation of short tonal patterns
- Sing melodic patterns by rote and by reading using tonal syllables
- Listen to short melodic passages sung on neutral syllables then notate

Differentiation & Inclusive Support Strategies:**Multilingual Learners:**

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Unit 3 Supplemental Resources

Instructional Materials

- Progressive Sight Singing
- Musician's Guide to Theory and Analysis

Ocean Academy Charter High School
Music Theory Curriculum Guide
Grade 9 to 12

- Flat for Education / NoteFlight Learn
- Sight Reading Factory
- musictheory.net

Supplemental Materials

- LGBT and Individuals with disabilities Resources
- School databases
- Multimedia Resources including videos of compositions about Asian Americans and Pacific Islanders (Suggestions: Mo Li Hua by Jill Gallina, Transcontinental Union by Thomas Rohrer, or Ili, Ili, Tulog Anay arr. Victor C. Johnson **Asian Americans and Pacific Islanders (AAPI)**).
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Intervention Materials

- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.