

## Scope and Sequence

Chapter #/Title	# of Days
Unit I: Introduction to Playing	21
Unit II: Basics of Playing, Part I	21
Unit III: Midterm	3
Unit IV: Basics of Playing, Part II	21
Unit V: Basics of Playing, Part III	21
Unit VI: Final	3
Total Number of Days	90

**BRIDGETON PUBLIC SCHOOLS**  
**INSTRUMENTAL MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Introduction to Instrumental Music**

**Unit I: Introduction to Playing**

**Essential Question: How do I become a good musician?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.3.12.B.1	<p><b>Lesson 1: Care of Instrument</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Label and identify the different parts of their chosen musical instrument by demonstrating the ability to prepare chosen instrument for performance.</li> <li>• Demonstrate ability to sanitarly put instrument away in a manner that will not damage instrument by performing necessary daily maintenance such as swabbing the instrument out, greasing corks, emptying water valve, and using slide/valve oil.</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument Contract</li> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument care assessment</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.3.12..B.1	<p><b>Lesson 2: History of Instrument</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a thorough knowledge of important dates and people relevant to chosen instrument by performing research.</li> <li>• Explore the music of various contemporary composers and performers by researching chosen instrument.</li> </ul> <p><b>Lesson 3: Producing the First Note:</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to breathe in a manner that produces a characteristic sound on their instrument. Breath should be supported by correct posture and come from student's diaphragm.</li> <li>• Demonstrate the ability to play with correct posture by moving towards the edge of chair, placing both feet flat on the floor and pulling shoulders back, and sitting with back erect.</li> <li>• Demonstrate a tone on instrument that is characteristic of instrument by using the correct embouchure or hand position for the chosen musical instrument and utilizing learned posture and breath support techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument history quiz assessment</li> </ul>
4 Days	1.1.12.B.2 1.3.12.B.3 1.3.12.B.4	<p><b>Lesson 3: Producing the First Note:</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to breathe in a manner that produces a characteristic sound on their instrument. Breath should be supported by correct posture and come from student's diaphragm.</li> <li>• Demonstrate the ability to play with correct posture by moving towards the edge of chair, placing both feet flat on the floor and pulling shoulders back, and sitting with back erect.</li> <li>• Demonstrate a tone on instrument that is characteristic of instrument by using the correct embouchure or hand position for the chosen musical instrument and utilizing learned posture and breath support techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.4.12.B.2	<p><b>Lesson 4: Notation</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of basic music notation by identifying the staff, clef sign, bar, measure, double bar and time signature.</li> <li>• Demonstrate an understanding of basic music notation by performing a whole note, half note, quarter note, dotted quarter note and their corresponding rests.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>
3 Days	1.1.12.B.1 1.1.12.B.2	<p><b>Lesson 5: Music Terms for Performance</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of basic music terms by identifying and performing a breathe mark, flats/naturals/sharps as notated, repeats, first and second ending, key signature, slurs, ties, D.C. al Fine and pick-up notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>
3 Days	1.1.12.B.1 1.1.12.B.2	<p><b>Lesson 6: Meter</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of basic duple meter by performing simple rhythms and melodies in 4/4 time, 3/4 time, 2/4 time and cut time.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1	<b>Lesson 7: Fingerings</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of rudimentary fingerings for chosen instrument by performing a teacher selected example.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing test/rubric</li> </ul>

**BRIDGETON PUBLIC SCHOOLS**  
**INSTRUMENTAL MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Unit II: Basics of Playing, Part I**

**Course: Introduction to Instrumental Music**

**Essential Question: How do I interpret music?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.2	<p><b>Lesson 1: Eighth Notes</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Aurally identify eighth notes and eighth rests by correctly dictating them in a teacher selected example.</li> <li>• Label and identify the different parts of their chosen musical</li> <li>• Visually identify eighth notes and eighth rests by drawing and labeling them within a teacher selected example.</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument Contract</li> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument care assessment</li> </ul>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.2	<p><b>Lesson 2: Music Terms for Performance</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of basic music terms by identifying and performing melodies, harmonies, counter melodies, unison, round, accompaniment, fermata, sharps, flats, naturals and in tempos that are allegro and andante.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument history quiz assessment</li> </ul>
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 3: Dynamics</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to imitate dynamic level and dynamic changes and demonstrated by teacher.</li> <li>• Demonstrate the ability to recognize symbols of dynamic markings by labeling them in a notated example.</li> <li>• Demonstrate the ability to read and play the written notation of dynamic markings by performing an accent and at piano, mezzo forte and forte dynamic levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 4: Slurs and Ties</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Identify ties and slurs by defining each term, labeling and performing them in teacher selected examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 5: Fingerings</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of increasingly advanced fingerings for chosen instrument by performing a teacher selected example.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing test/rubric</li> </ul>
8 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 6: Bb and Eb Concert Scales</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of Bb and Eb scales by reading and performing necessary pitches in ranges for the chosen instrument in a scalar pattern</li> <li>Demonstrate an understanding of Bb and Eb scales by performing simple melodies in the keys of Bb and Eb.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing test/rubric</li> </ul>



**BRIDGETON PUBLIC SCHOOLS**  
**INSTRUMENTAL MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Unit III: Midterm**

**Course: Introduction to Instrumental Music**

**Essential Question: Why is it important to learn basic terms and techniques in order to perform music?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.3	<b>Lesson 1: Review of Unit I and Unit II</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>▪ Review and demonstrate proficiency of care of chosen instrument, history of chosen instrument producing pitches with an idiomatic sound, notation including whole notes, half note, quarter notes, eighth notes, dotted quarter notes and all corresponding rests, meter including 4/4, 3/4, 2/4, cut time, fingerings, musical terms, rudimentary dynamics, and the Bb and Eb scale by completing teacher prepared review.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Student self assessment</li> </ul>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.3.12.B.1 1.3.12.B.2 1.4.12.A.3 1.4.12.B.1	<b>Lesson 2: Midterm Exam</b>  <b>Objective: SWBAT</b> ▪ Demonstrate proficiency of knowledge in all material taught in Units I and Unit II by completing teaching prepared midterm exam.	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed Midterm Exam</li> </ul>

**BRIDGETON PUBLIC SCHOOLS**  
**INSTRUMENTAL MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Unit IV: Basics of Playing, Part II**

**Course: Introduction to Instrumental Music**

**Essential Question: What skills are needed to play in a band?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 1: Dynamics</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Understand dynamic level and dynamic changes and demonstrated by teacher.</li> <li>• Demonstrate the ability to recognize symbols of dynamic markings by labeling them in a notated example.</li> <li>• Understand and perform intermediate dynamics including mezzo piano, crescendo and decrescendo by responding through performance to teacher performed example.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 2: Scales</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of C, Bb, Eb and Ab scales by reading and performing necessary pitches in ranges for the chosen instrument in a scalar pattern</li> <li>Demonstrate an understanding of C, Bb, Eb and Ab scales by performing simple melodies in the keys of C, Bb, Eb and Ab.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>Instrument history quiz assessment</li> </ul>
6 Days	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1	<b>Lesson 3: Notation</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Aurally identify dotted half notes, dotted quarter notes and their corresponding rests by correctly dictating them in a teacher selected example.</li> <li>Visually identify dotted half notes, dotted by drawing and labeling them within a teacher selected example.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing test/rubric</li> </ul>
6 Days	1.1.12.B.1 1.1.12.B.2	<b>Lesson 4: Meter</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of triple meter by performing in 3/8 time.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing test/rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 5: Terms</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of basic music terms by identifying and performing staccato, interval, solo, duet, trio and enharmonic tones.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing test/rubric</li> </ul>

**BRIDGETON PUBLIC SCHOOLS**  
**INSTRUMENTAL MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Unit V: Basics of Playing, Part III**

**Course: Introduction to Instrumental Music**

**Essential Question: What makes a good band member?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 1: Dynamics</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Understand dynamic level and dynamic changes and demonstrated by teacher.</li> <li>• Demonstrate the ability to recognize symbols of dynamic markings by labeling them in a notated example.</li> <li>• Understand and perform advanced dynamics up to and including sforzando by responding through performance to teacher performed example.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 2: Scales</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of C, Bb, Eb and Ab scales by reading and performing necessary pitches in ranges for the chosen instrument in a scalar pattern</li> <li>• Demonstrate an understanding of C, Bb, Eb and Ab scales by performing advanced melodies in the keys of C, Bb, Eb and Ab .</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument history quiz assessment</li> </ul>
6 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 3: Notation</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Aurally identify sixteenth notes, dotted eighth-sixteenth notes and their corresponding rests by correctly dictating them in a teacher selected example.</li> <li>• Visually identify sixteenth notes and dotted eighth-sixteenth notes by drawing and labeling them within a teacher selected example.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>
6 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 4: Meter</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of triple meter by performing in 6/8 time.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 5: Terms</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of basic music terms by identifying and performing an etude, theme and variations, march and trio, and swing.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> <li>• Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test/rubric</li> </ul>



**BRIDGETON PUBLIC SCHOOLS**  
**INSTRUMENTAL STUDIES**  
**PACING CHART/CURRICULUM MAP**

**Unit VI: Final**

**Course: Introduction to Instrumental Music**

**Essential Question: Why is it important to learn basic terms and techniques in order to perform music?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.1	<p><b>Lesson 1: Review of Unit I, Unit II, Unit III and Unit IV</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>▪ Review and demonstrate proficiency of care of chosen instrument, history of chosen instrument producing pitches with an idiomatic sound, terms necessary for performance, dynamics including piano, mezzo-piano, mezzo-forte, forte, accent, sfzorzando, crescendo, and decrescendo, notation including whole, half, quarter, eighth, dotted quarter, sixteenth, dotted eighth-sixteenth notes and all corresponding rests, meter including 4/4, 3/4, 2/4, 3/8, 6/8, cut time, fingerings, and the C, Bb, Eb and Ab scale by completing teacher prepared review.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Student self assessment</li> </ul>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.3	<b>Lesson 2: Midterm Exam</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Demonstrate proficiency of knowledge in all material taught in Unit I, Unit II, Unit III and Unit IV by completing teacher prepared final exam.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Belwin First Division Band or Rubank Method Book and Teacher 's Manual</li> </ul>	<ul style="list-style-type: none"> <li>Teacher developed Final Exam</li> </ul>