Music Education

Effective November 2021
Rule 6A-1.09412, F.A.C.
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
</table>
| MU.3.C.1.1 | Describe listening skills and how they support appreciation of musical works.  
**Clarifications:**  
e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists |
| MU.3.C.1.2 | Respond to a musical work in a variety of ways and compare individual interpretations.  
**Clarifications:**  
e.g., move, draw, sing, play, gesture, conduct |
| MU.3.C.1.4 | Discriminate between unison and two-part singing. |
| MU.3.C.2.1 | Evaluate performances of familiar music using teacher-established criteria.  
**Clarifications:**  
Identify musical characteristics and elements within a piece of music when discussing the value of the work. |
| MU.3.C.3.1 | Identify musicians in the school, community, and media.  
**Clarifications:**  
e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services |
| MU.3.F.2.1 | Describe opportunities for personal music-making.  
**Clarifications:**  
e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music |
| MU.3.F.2.2 | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.  
**Clarifications:**  
e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups |
| MU.3.H.1.2 | Identify significant information about specified composers and one or more of their musical works. |
| MU.3.H.3.1 | Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.  
**Clarifications:**  
e.g., in dance, visual art, language arts, pulse, rhythm, fluency |
| MU.3.O.1.1 | Identify and describe the musical form of a familiar song.  
**Clarifications:**  
e.g., rhythm, pitch, timbre, form |
| MU.3.O.1.2 | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.  
**Clarifications:**  
e.g., intonation, balance, blend, timbre, posture, breath support |
| MU.3.O.3.1 | Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.  
**Clarifications:**  
Sing simple la-sol-mi-re-do patterns at sight. |
| MU.3.O.3.3 | Develop effective listening strategies and describe how they can support appreciation of musical works.  
**Clarifications:**  
e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists |
| MU.4.C.1.1 | Describe, using correct music vocabulary, what is heard in a specific musical work.  
**Clarifications:**  
e.g., movement of melodic line, tempo, repeated and contrasting patterns |
| MU.4.C.1.2 | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.  
**Clarifications:**  
e.g., intonation, balance, blend, timbre, posture, breath support |
| MU.4.C.2.1 | Critique specific techniques in one's own and others performances using teacher-established criteria.  
**Clarifications:**  
e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation |
<table>
<thead>
<tr>
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<td>MU.4.F.1.1</td>
<td>Describe roles and careers of selected musicians.</td>
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<td>MU.4.F.3.1</td>
<td>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</td>
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<td>MU.4.H.1.2</td>
<td>Describe the influence of selected composers on the musical works and practices or traditions of their time.</td>
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<tr>
<td>MU.4.H.3.1</td>
<td>Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</td>
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<td>MU.4.O.1.1</td>
<td>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</td>
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<td>MU.4.O.3.1</td>
<td>Identify how expressive elements and lyrics affect the mood or emotion of a song.</td>
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<td>MU.4.O.3.2</td>
<td>Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.</td>
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<tr>
<td>MU.4.S.3.1</td>
<td>Arrange a familiar song by manipulating specified aspects of music.</td>
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<tr>
<td>MU.5.S.3.1</td>
<td>Perform extended pentatonic melodies at sight.</td>
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<tr>
<td>MU.5.C.3.1</td>
<td>Discuss and apply listening strategies to support appreciation of musical works.</td>
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<tr>
<td>MU.5.C.1.2</td>
<td>Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.</td>
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<td>MU.5.C.1.4</td>
<td>Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.</td>
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<td>MU.5.C.2.1</td>
<td>Define criteria, using correct music vocabulary, to critique one's own and others performance.</td>
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<tr>
<td>MU.5.C.2.2</td>
<td>Describe changes, using correct music vocabulary, in one's own and/or others performance over time.</td>
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<tr>
<td>MU.5.C.3.1</td>
<td>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</td>
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<tr>
<td>MU.5.F.3.1</td>
<td>Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.</td>
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<td>MU.5.H.1.2</td>
<td>Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.</td>
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<td>MU.5.H.3.1</td>
<td>Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.</td>
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<td>MU.5.O.1.1</td>
<td>Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.</td>
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<tr>
<td>MU.5.O.3.2</td>
<td>Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.</td>
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<td>MU.5.S.1.3</td>
<td>Arrange a familiar song by manipulating specified aspects of music.</td>
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<td>MU.5.S.1.4</td>
<td>Sing or play simple melodic patterns by ear with support from the teacher.</td>
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</table>
Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

Apply performance techniques to familiar music.

Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

Perform simple diatonic melodies at sight.

**LAFS.3.SL.1.1:**
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**LAFS.3.SL.1.2:**
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.3:**
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**LAFS.4.SL.1.2:**
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3:**
Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.5.SL.1.2:**
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3:**
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, students know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 + 8 equals the well remembered 7 + 5 + 3, in preparation for learning about the distributive property. In the expression x² + 5x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x + 1) as the equivalent expression 5 – 3x – 3 and see that x² + 4 = (x + 2)² – 4 as the square of a difference.
General Course Information and Notes

VERSION DESCRIPTION

Students who have varying levels of experience in chorus develop beginning vocal technique and skills, notational literacy and fluency, expressive and stylistic interpretation, part-singing, critical and creative thinking skills, and an appreciation of music from around the world and throughout history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:
- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

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<th>Course Number:</th>
<th>5013010</th>
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<tbody>
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<td>Course Path:</td>
<td>Section: Grades PreK to 12 Education</td>
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<tr>
<td>Courses &gt; Grade Group:</td>
<td>Grades PreK to 5 Education</td>
</tr>
<tr>
<td>Courses &gt; Subject:</td>
<td>Music Education &gt; SubSubject:</td>
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<tr>
<td>General &gt;</td>
<td></td>
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<tr>
<td>Abbreviated Title:</td>
<td>ELEM CHORUS</td>
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<tr>
<td>Course Length:</td>
<td>Year (Y)</td>
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Educator Certifications

Music Education (Elementary Grades 1-6)
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
## Course Standards

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<td>MU.3.C.1.2</td>
<td>Respond to a musical work in a variety of ways and compare individual interpretations.</td>
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<td>MU.3.C.1.4</td>
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<td>Identify musicians in the school, community, and media.</td>
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<td>MU.3.F.2.1</td>
<td>Describe opportunities for personal music-making.</td>
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<td>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</td>
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<td>Identify significant information about specified composers and one or more of their musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.</td>
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<td>MU.3.O.1.1</td>
<td>Identify and describe the musical form of a familiar song.</td>
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<td><strong>Clarifications:</strong></td>
<td>Identify, using correct music vocabulary, the elements in a musical work.</td>
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<td>MU.3.O.1.2</td>
<td>Identify patterns in songs to aid the development of sequencing and memorization skills.</td>
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<td><strong>Clarifications:</strong></td>
<td>Describe how tempo and dynamics can change the mood or emotion of a piece of music.</td>
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<td>MU.3.O.3.1</td>
<td>Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.</td>
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<td>MU.4.C.1.2</td>
<td>Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.</td>
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<td>Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.</td>
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<td>Critique specific techniques in one's own and others performances using teacher-established criteria.</td>
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<td><strong>Clarifications:</strong></td>
<td>Describe characteristics that make various musical works appealing.</td>
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<td>MU.4.C.3.1</td>
<td>e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation</td>
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</tbody>
</table>
Describe roles and careers of selected musicians.

**Clarifications:**
- e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer

Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

**Clarifications:**
- e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely

Describe the influence of selected composers on the musical works and practices or traditions of their time.

**Clarifications:**
- e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves

Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

**Clarifications:**
- e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque

Identify how expressive elements and lyrics affect the mood or emotion of a song.

**Clarifications:**
- e.g., tempo, dynamics, phrasing, articulation

Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

**Clarifications:**
- e.g., introduction, interlude/bridge, coda, ABA, rondo

Arrange a familiar song by manipulating specified aspects of music.

**Clarifications:**
- e.g., title, historical notes, quality recordings, instrumentation, expressive elements

Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

Discuss and apply listening strategies to support appreciation of musical works.

**Clarifications:**
- e.g., high do, low sol, low la; vocal and/or instrumental

Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

**Clarifications:**
- e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves

Define criteria, using correct music vocabulary, to critique one's own and others performance.

**Clarifications:**
- e.g., intonation, balance, blend, timbre

Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

**Clarifications:**
- e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves

Describe jobs associated with various types of concert venues and performing arts centers.

**Clarifications:**
- e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant

Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

**Clarifications:**
- e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

**Clarifications:**
- e.g., reading, observing, listening, evaluating, embellishing, revising

Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

**Clarifications:**
- e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

**Clarifications:**
- e.g., tempo, dynamics, timbre, texture, phrasing, articulation

Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

**Clarifications:**
- e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

Arrange a familiar song by manipulating specified aspects of music.

**Clarifications:**
- e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

Sing or play simple melodic patterns by ear with support from the teacher.
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<td>MU.5.S.2.1</td>
<td>Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.</td>
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<tr>
<td>MU.5.S.2.2</td>
<td>Apply performance techniques to familiar music.</td>
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<tr>
<td>MU.5.S.3.1</td>
<td>Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.</td>
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<tr>
<td>MU.5.S.3.3</td>
<td>Perform simple diatonic melodies at sight.</td>
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<tr>
<td>MA.K12.MTR.1.1</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td>- Analyze the problem in a way that makes sense given the task.</td>
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<td>- Ask questions that will help with solving the task.</td>
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<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>- Help and support each other when attempting a new method or approach.</td>
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<td>MA.K12.MTR.2.1</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
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<td>- Build understanding through modeling and using manipulatives.</td>
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<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>- Express connections between concepts and representations.</td>
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<td>- Choose a representation based on the given context or purpose.</td>
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<td>MA.K12.MTR.3.1</td>
<td>Complete tasks with mathematical fluency.</td>
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<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td>- Complete tasks accurately and with confidence.</td>
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<td>- Adapt procedures to apply them to a new context.</td>
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<td>- Use feedback to improve efficiency when performing calculations.</td>
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<td>MA.K12.MTR.4.1</td>
<td>Engage in discussions that reflect on the mathematical thinking of self and others.</td>
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<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<td>- Analyze the mathematical thinking of others.</td>
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<td>- Compare the efficiency of a method to those expressed by others.</td>
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<td>- Recognize errors and suggest how to correctly solve the task.</td>
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<td>- Justify results by explaining methods and processes.</td>
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<td>- Construct possible arguments based on evidence.</td>
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<td>MA.K12.MTR.5.1</td>
<td>Use patterns and structure to help understand and connect mathematical concepts.</td>
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<td>- Focus on relevant details within a problem.</td>
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<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
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<td>- Decompose a complex problem into manageable parts.</td>
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<td>- Relate previously learned concepts to new concepts.</td>
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<td>- Look for similarities among problems.</td>
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<td>- Connect solutions of problems to more complicated large-scale situations.</td>
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</tbody>
</table>
Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:
Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:
Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:
Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
Make inferences to support comprehension.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends
differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students who have varying levels of experience in chorus develop beginning vocal technique and skills, notational literacy and fluency, expressive and stylistic interpretation, part-singing, critical and creative thinking skills, and an appreciation of music from around the world and throughout history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 5013010
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject: General
Abbreviated Title: ELEM CHORUS
Course Level(s): K,1,2,3,4,5,PreK
Course State: State Board Approved
Course Length: Year (Y)

Educator Certifications

Music Education (Elementary Grades 1-6)
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| MU.3.C.1.1 | Describe listening skills and how they support appreciation of musical works.  
**Clarifications:**  
e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists |
| MU.3.C.1.2 | Respond to a musical work in a variety of ways and compare individual interpretations.  
**Clarifications:**  
e.g., move, draw, sing, play, gesture, conduct |
| MU.3.C.1.3 | Identify families of orchestral and band instruments.  
**Clarifications:**  
e.g., strings, woodwinds, brass, percussion, keyboards |
| MU.3.C.2.1 | Evaluate performances of familiar music using teacher-established criteria.  
**Clarifications:**  
Identify musical characteristics and elements within a piece of music when discussing the value of the work. |
| MU.3.C.3.1 | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  
**Clarifications:**  
e.g., tempo, rhythm, timbre, form, instrumentation, texture |
| MU.3.F.2.1 | Identify musicians in the school, community, and media.  
**Clarifications:**  
e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services |
| MU.3.F.2.2 | Describe opportunities for personal music-making.  
**Clarifications:**  
e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music |
| MU.3.F.3.1 | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.  
**Clarifications:**  
e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups |
| MU.3.H.1.2 | Identify significant information about specified composers and one or more of their musical works.  
Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts. |
| MU.3.O.1.1 | Identify, using correct music vocabulary, the elements in a musical work.  
**Clarifications:**  
e.g., rhythm, pitch, timbre, form |
| MU.3.O.1.2 | Identify and describe the musical form of a familiar song.  
**Clarifications:**  
e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda |
| MU.3.O.3.1 | Describe how tempo and dynamics can change the mood or emotion of a piece of music.  
**Clarifications:**  
e.g., parts of a round, parts of a layered work |
| MU.3.S.2.1 | Sing simple la-sol-mi-re-do patterns at sight.  
**Clarifications:**  
e.g., reading from hand signs; reading from nontraditional or traditional notation |
| MU.3.S.3.3 | Develop effective listening strategies and describe how they can support appreciation of musical works.  
**Clarifications:**  
e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists |
| MU.4.C.1.1 | Describe, using correct music vocabulary, what is heard in a specific musical work.  
**Clarifications:**  
e.g., movement of melodic line, tempo, repeated and contrasting patterns |
| MU.4.C.1.2 | Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.  
**Clarifications:**  
e.g., intonation, balance, blend, timbre, posture, breath support |
| MU.4.C.2.1 | Identify and describe basic music performance techniques to provide a foundation for critiquing one’s self and others.  
**Clarifications:**  
e.g., intonation, balance, blend, timbre, posture, breath support |
| MU.4.C.2.2 | Critique specific techniques in one’s own and others performances using teacher-established criteria.  
**Clarifications:**  
Describe characteristics that make various musical works appealing. |
| MU.4.C.3.1 | **Clarifications:**  
Elementary Band (#5013020) 2015 - 2022 (current)
<table>
<thead>
<tr>
<th><strong>MU.4.F.2.1:</strong></th>
<th>Describe roles and careers of selected musicians.</th>
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<td><strong>Clarifications:</strong></td>
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<tr>
<th><strong>MU.4.F.3.1:</strong></th>
<th>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</td>
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</tbody>
</table>

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<tr>
<th><strong>MU.4.F.3.2:</strong></th>
<th>Discuss the safe, legal way to download songs and other media.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., sharing personal and financial information, copying and sharing music</td>
</tr>
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</table>

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<tr>
<th><strong>MU.4.H.1.2:</strong></th>
<th>Describe the influence of selected composers on the musical works and practices or traditions of their time.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</td>
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<tr>
<th><strong>MU.4.O.1.1:</strong></th>
<th>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</td>
</tr>
</tbody>
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<thead>
<tr>
<th><strong>MU.4.O.3.1:</strong></th>
<th>Identify how expressive elements and lyrics affect the mood or emotion of a song.</th>
</tr>
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<tbody>
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<td><strong>Clarifications:</strong></td>
<td>e.g., tempo, dynamics, phrasing, articulation</td>
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<tr>
<th><strong>MU.4.O.3.2:</strong></th>
<th>Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., introduction, interlude/bridge, coda, ABA, rondo</td>
</tr>
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</table>

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<tr>
<th><strong>MU.4.S.1.3:</strong></th>
<th>Perform extended pentatonic melodies at sight.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., high do, low sol, low la; vocal and/or instrumental</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MU.4.S.2.1:</strong></th>
<th>Identify, aurally, selected instruments of the band and orchestra.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</td>
</tr>
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<tr>
<th><strong>MU.5.C.1.1:</strong></th>
<th>Define criteria, using correct music vocabulary, to critique one's own and others performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., intonation, balance, blend, timbre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MU.5.C.1.2:</strong></th>
<th>Describe changes, using correct music vocabulary, in one's own and/or others performance over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., title, historical notes, quality recordings, instrumentation, expressive elements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MU.5.C.1.3:</strong></th>
<th>Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists</td>
</tr>
</tbody>
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<tr>
<th><strong>MU.5.C.2.1:</strong></th>
<th>Describe roles and careers of selected musicians.</th>
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<td>e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer</td>
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<tr>
<th><strong>MU.5.C.2.2:</strong></th>
<th>Describe jobs associated with various types of concert venues and performing arts centers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>MU.5.C.3.1:</strong></th>
<th>Explain why live performances are important to the career of the artist and the success of performance venues.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</td>
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<table>
<thead>
<tr>
<th><strong>MU.5.H.1.2:</strong></th>
<th>Explain critical-thinking processes in music and describe how they can be transferred to other disciplines.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., reading, writing, observing, listening, evaluating, embellishing, revising</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>MU.5.H.3.1:</strong></th>
<th>Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.</th>
</tr>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., downloading music and other digital media, sharing personal and financial information, copying music</td>
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<tr>
<th><strong>MU.5.O.1.1:</strong></th>
<th>Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</td>
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</table>
Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

**Clarifications:**
- e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter; key; styles: Classical, Baroque, Romantic, nationalistic, jazz

### MU.5.O.3.2:
Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

**Clarifications:**
- e.g., tempo, dynamics, timbre, texture, phrasing, articulation

### MU.5.O.3.3:
Arrage a familiar song by manipulating specified aspects of music.

**Clarifications:**
- e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

### MU.5.O.4.1:
Sing or play simple melodic patterns by ear with support from the teacher.

### MU.5.O.4.2:
Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

### MU.5.O.4.2.2:
Apply performance techniques to familiar music.

### MU.5.O.4.3.3:
Perform simple diatonic melodies at sight.

**Clarifications:**
- e.g., vocal and/or instrumental

### LAFS.3.RI.2.4:
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.**
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

### LAFS.3.SL.1.1:
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Identify the reasons and evidence a speaker provides to support particular points.**

### LAFS.4.RI.2.4:
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.**
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

### LAFS.4.SL.1.1:
Identify the reasons and evidence students provide to support particular points.

**Summarize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

### LAFS.5.RI.2.4:
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.**
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### LAFS.5.SL.1.2:
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Identify and explain the points a speaker makes and explain how each claim is supported by reasons and evidence.**

**Use appropriate tools strategically.**

- Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

- Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### MAFS.K12.MP.5.1:
Attend to precision.

- Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully
General Course Information and Notes

VERSION DESCRIPTION

Students who have varying levels of experience on a band instrument to explore high-quality beginning band music. They develop foundational instrumental techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student’s experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:
- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grades, words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 5013020
Course Status: Course Approved
Grade Level(s): K,1,2,3,4,5,PreK

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject:
General
Abbreviated Title: ELEM BAND
Course Length: Year (Y)

Educator Certifications
Music Education (Elementary Grades 1-6)
Music (Elementary and Secondary Grades K-12)
## Course Standards

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<td>e.g., strings, woodwinds, brass, percussion, keyboards</td>
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<td>Describe opportunities for personal music-making.</td>
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<td>MU.3.F.3.1:</td>
<td>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</td>
</tr>
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<td>MU.3.H.1.2:</td>
<td>Identify significant information about specified composers and one or more of their musical works.</td>
</tr>
<tr>
<td>MU.3.H.3.1:</td>
<td>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., in dance, visual art, language arts, pulse, rhythm, fluency</td>
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<tr>
<td>MU.3.O.1.1:</td>
<td>Identify, using correct music vocabulary, the elements in a musical work.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, pitch, timbre, form</td>
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<tr>
<td>MU.3.O.1.2:</td>
<td>Identify and describe the musical form of a familiar song.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda</td>
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<td>MU.3.O.3.1:</td>
<td>Describe how tempo and dynamics can change the mood or emotion of a piece of music.</td>
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<td>Identify patterns in songs to aid the development of sequencing and memorization skills.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., parts of a round, parts of a layered work</td>
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<td>MU.3.S.3.3:</td>
<td>Sing simple la-sol-mi-re-do patterns at sight.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., reading from hand signs; reading from nontraditional or traditional notation</td>
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<td>MU.4.C.1.1:</td>
<td>Develop effective listening strategies and describe how they can support appreciation of musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists</td>
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<tr>
<td>MU.4.C.1.2:</td>
<td>Describe, using correct music vocabulary, what is heard in a specific musical work.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., movement of melodic line, tempo, repeated and contrasting patterns</td>
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<td>Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.</td>
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<td>MU.4.C.2.2:</td>
<td>Critique specific techniques in one's own and others performances using teacher-established criteria.</td>
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<td><strong>Clarifications:</strong></td>
<td>Describe characteristics that make various musical works appealing,</td>
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Describe the influence of selected composers on the musical works and practices or traditions of their time.

Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

Discuss the safe, legal way to download songs and other media.

Describe roles and careers of selected musicians.

Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

Identify how expressive elements and lyrics affect the mood or emotion of a song.

Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

Perform extended pentatonic melodies at sight.

Discuss and apply listening strategies to support appreciation of musical works.

Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

Identify, aurally, selected instruments of the band and orchestra.

Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Describe roles and careers of selected musicians.

Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

Discuss the safe, legal way to download songs and other media.

Describe the influence of selected composers on the musical works and practices or traditions of their time.

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Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

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Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

Perform extended pentatonic melodies at sight.

Discuss and apply listening strategies to support appreciation of musical works.

Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

Identify, aurally, selected instruments of the band and orchestra.

Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

**Clarifications:**
e.g., tempo, dynamics, timbre, texture, phrasing, articulation

Arrange a familiar song by manipulating specified aspects of music.

**Clarifications:**
e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

Sing or play simple melodic patterns by ear with support from the teacher.

Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

Apply performance techniques to familiar music.

Perform simple diatonic melodies at sight.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clariﬁcations:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clariﬁcations:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justiﬁcations.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efﬁciency.

Clariﬁcations:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clariﬁcations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clariﬁcations:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clariﬁcations:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because ________." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
English language learners communicate for social and instructional purposes within the school setting.

Mathematical Thinking and Reasoning Standards (MTRs) for students.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.  
Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.  
Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students who have varying levels of experience on a band instrument to explore high-quality beginning band music. They develop foundational instrumental techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:
- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 5013020

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject: General >
Abbreviated Title: ELEM BAND
Course Length: Year (Y)

Course Status: State Board Approved
Grade Level(s): K,1,2,3,4,5,PreK
## Educator Certifications

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Grades</th>
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<tbody>
<tr>
<td>Music Education (Elementary Grades 1-6)</td>
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<tr>
<td>Music (Elementary and Secondary Grades K-12)</td>
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<tr>
<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
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## Course Standards

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<tr>
<th>Name</th>
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<td>Describe listening skills and how they support appreciation of musical works.</td>
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<td><strong>Clarifications:</strong> e.g., focus: form, instrumentation, tempo, dynamics; organize: listening</td>
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<td>maps, active listening, checklists</td>
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<td>MU.3.C.1.2</td>
<td>Respond to a musical work in a variety of ways and compare individual interpretations.</td>
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<td><strong>Clarifications:</strong> e.g., move, draw, sing, play, gesture, conduct</td>
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<td>MU.3.C.1.3</td>
<td>Identify families of orchestral and band instruments.</td>
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<td><strong>Clarifications:</strong> e.g., listen for form, instrumentation, tempo, dynamics, melodic line,</td>
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<td>-------------------------------------------------------------</td>
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<td><strong>Clarifications:</strong> e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer</td>
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<th>MU.4.F.1.2: Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</th>
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<tr>
<td><strong>Clarifications:</strong> e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</td>
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<tr>
<th>MU.4.F.1.3: Discuss the safe, legal way to download songs and other media.</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., sharing personal and financial information, copying and sharing music</td>
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<th>MU.4.H.1.2: Describe the influence of selected composers on the musical works and practices or traditions of their time.</th>
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<td><strong>Clarifications:</strong> e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</td>
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<tr>
<th>MU.4.H.1.3: Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</td>
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<th>MU.4.H.2.1: Identify how expressive elements and lyrics affect the mood or emotion of a song.</th>
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<td><strong>Clarifications:</strong> e.g., tempo, dynamics, phrasing, articulation</td>
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<th>MU.4.H.2.2: Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.</th>
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<tr>
<td><strong>Clarifications:</strong> e.g., introduction, interlude/bridge, coda, ABA, rondo</td>
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<tr>
<th>MU.5.C.1.1: Identify, aurally, selected instruments of the band and orchestra.</th>
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<tr>
<td><strong>Clarifications:</strong> e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</td>
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<tr>
<th>MU.5.C.1.2: Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.</th>
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<td><strong>Clarifications:</strong> e.g., title, historical notes, quality recordings, instrumentation, expressive elements</td>
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<th>MU.5.C.1.3: Define criteria, using correct music vocabulary, to critique one's own and others performance.</th>
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<td><strong>Clarifications:</strong> e.g., intonation, balance, blend, timbre</td>
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<th>MU.5.C.2.1: Describe changes, using correct music vocabulary, in one's own and/or others performance over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., high do, low sol, low la; vocal and/or instrumental</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MU.5.C.2.2: Describe jobs associated with various types of concert venues and performing arts centers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</td>
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<tr>
<th>MU.5.C.3.1: Develop criteria to evaluate an exemplary musical work from a specific period or genre.</th>
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<tr>
<th>MU.5.F.1.1: Explain why live performances are important to the career of the artist and the success of performance venues.</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MU.5.F.1.2: Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., downloading music and other digital media, sharing personal and financial information, copying music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MU.5.H.1.2: Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., reading, writing, observing, listening, evaluating, embellishing, revising</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MU.5.H.1.3: Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</td>
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</table>

<table>
<thead>
<tr>
<th>MU.5.O.3.1: Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation</td>
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</table>
Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

**Clarifications:**
e.g., tempo, dynamics, timbre, texture, phrasing, articulation

**MU.5.O.3.2:**

Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

**Clarifications:**
e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

**MU.5.O.3.3:**

Arrange a familiar song by manipulating specified aspects of music.

**Clarifications:**
e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

**MU.5.O.3.4:**

Sing or play simple melodic patterns by ear with support from the teacher.

**Clarifications:**
e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque, Romantic, nationalistic, jazz

**MU.5.O.3.5:**

Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

**Clarifications:**
e.g., tempo, dynamics, timbre, texture, phrasing, articulation

**MU.5.O.3.6:**

Apply performance techniques to familiar music.

**Clarifications:**
e.g., vocal and/or instrumental

**Perform simple diatonic melodies at sight.**

**LAFS.3.RI.2.4:**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Standard Relation to Course: Supporting

**LAFS.3.SL.1.1:**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Pose questions or comments to link to the remarks of others.

Follow agreed-upon rules for discussions and carry out assigned roles.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**LAFS.3.SL.1.2:**

Identify the reasons and evidence a speaker provides to support particular points.

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Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.3.SL.1.3:**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.3.SL.1.4:**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.RI.2.4:**

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**LAFS.4.SL.1.1:**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.2:**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.4.SL.1.3:**

Identify the reasons and evidence a speaker provides to support particular points.

Identify the reasons and evidence a speaker provides to support particular points.

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Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.SL.1.4:**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.RI.2.4:**

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.

**LAFS.5.SL.1.1:**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.2:**

Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.5.SL.1.3:**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**LAFS.5.SL.1.4:**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.6.RI.2.4:**

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 6 topic or subject area.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**MAFS.12.MP.5.1:**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully...
Students who have varying levels of experience on orchestral string instruments explore high-quality literature written and/or arranged for string orchestra. Rehearsals focus on the development of instrumental techniques and skills, critical listening and aural skills, music literacy, ensemble skills, and aesthetic musical awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Examples:**
- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 5013030
**Course Status:** Course Approved
**Grade Level(s):** K,1,2,3,4,5,PreK

**Course Path: Section:** Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject: General >
Abbreviated Title: ELEM ORCHESTRA
Course Length: Year (Y)

**Educator Certifications**

Music Education (Elementary Grades 1-6)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.3.C.1.1:</td>
<td>Describe listening skills and how they support appreciation of musical works.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.3.C.1.2:</td>
<td>Respond to a musical work in a variety of ways and compare individual interpretations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., move, draw, sing, play, gesture, conduct</td>
</tr>
<tr>
<td>MU.3.C.1.3:</td>
<td>Identify families of orchestral and band instruments.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., strings, woodwinds, brass, percussion, keyboards</td>
</tr>
<tr>
<td>MU.3.C.2.1:</td>
<td>Evaluate performances of familiar music using teacher-established criteria.</td>
</tr>
<tr>
<td>MU.3.C.3.1:</td>
<td>Identify musical characteristics and elements within a piece of music when discussing the value of the work.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., tempo, rhythm, timbre, form, instrumentation, texture</td>
</tr>
<tr>
<td>MU.3.F.2.1:</td>
<td>Identify musicians in the school, community, and media.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services</td>
</tr>
<tr>
<td>MU.3.F.2.2:</td>
<td>Describe opportunities for personal music-making.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</td>
</tr>
<tr>
<td>MU.3.F.3.1:</td>
<td>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</td>
</tr>
<tr>
<td>MU.3.H.1.2:</td>
<td>Identify significant information about specified composers and one or more of their musical works.</td>
</tr>
<tr>
<td>MU.3.H.3.1:</td>
<td>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., in dance, visual art, language arts, pulse, rhythm, fluency</td>
</tr>
<tr>
<td>MU.3.O.1.1:</td>
<td>Identify, using correct music vocabulary, the elements in a musical work.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., rhythm, pitch, timbre, form</td>
</tr>
<tr>
<td>MU.3.O.1.2:</td>
<td>Identify and describe the musical form of a familiar song.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda</td>
</tr>
<tr>
<td>MU.3.O.3.1:</td>
<td>Describe how tempo and dynamics can change the mood or emotion of a piece of music.</td>
</tr>
<tr>
<td>MU.3.S.2.1:</td>
<td>Identify patterns in songs to aid the development of sequencing and memorization skills.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., parts of a round, parts of a layered work</td>
</tr>
<tr>
<td>MU.3.S.3.3:</td>
<td>Sing simple la-sol-mi-re-do patterns at sight.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., reading from hand signs; reading from nontraditional or traditional notation</td>
</tr>
<tr>
<td>MU.4.C.1.1:</td>
<td>Develop effective listening strategies and describe how they can support appreciation of musical works.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.4.C.1.2:</td>
<td>Describe, using correct music vocabulary, what is heard in a specific musical work.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., movement of melodic line, tempo, repeated and contrasting patterns</td>
</tr>
<tr>
<td>MU.4.C.1.3:</td>
<td>Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.</td>
</tr>
<tr>
<td>MU.4.C.2.1:</td>
<td>Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., intonation, balance, blend, timbre, posture, breath support</td>
</tr>
<tr>
<td>MU.4.C.2.2:</td>
<td>Critique specific techniques in one's own and others performances using teacher-established criteria.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Describe characteristics that make various musical works appealing.</td>
</tr>
<tr>
<td>MU.4.C.3.1:</td>
<td>Identify significant information about specified composers and one or more of their musical works.</td>
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**Elementary Orchestra (#5013030) 2022 - And Beyond**
<table>
<thead>
<tr>
<th><strong>MU.4.F.2.1:</strong></th>
<th>Describe roles and careers of selected musicians.</th>
</tr>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer</td>
</tr>
<tr>
<td><strong>MU.4.F.3.1:</strong></td>
<td>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</td>
</tr>
<tr>
<td><strong>MU.4.F.3.2:</strong></td>
<td>Discuss the safe, legal way to download songs and other media.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., sharing personal and financial information, copying and sharing music</td>
</tr>
<tr>
<td><strong>MU.4.H.1.2:</strong></td>
<td>Describe the influence of selected composers on the musical works and practices or traditions of their time.</td>
</tr>
<tr>
<td><strong>MU.4.H.3.1:</strong></td>
<td>Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</td>
</tr>
<tr>
<td><strong>MU.4.O.1.1:</strong></td>
<td>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</td>
</tr>
<tr>
<td><strong>MU.4.O.3.1:</strong></td>
<td>Identify how expressive elements and lyrics affect the mood or emotion of a song.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., tempo, dynamics, phrasing, articulation</td>
</tr>
<tr>
<td><strong>MU.4.O.3.2:</strong></td>
<td>Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.</td>
</tr>
<tr>
<td><strong>MU.4.S.1.3:</strong></td>
<td>Arrange a familiar song for voices or instruments by manipulating form.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., introduction, interlude/bridge, coda, ABA, rondo</td>
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<td><strong>MU.4.S.2.1:</strong></td>
<td>Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.</td>
</tr>
<tr>
<td><strong>MU.5.C.1.1:</strong></td>
<td>Identify, aurally, selected instruments of the band and orchestra.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</td>
</tr>
<tr>
<td><strong>MU.5.C.2.1:</strong></td>
<td>Define criteria, using correct music vocabulary, to critique one's own and others performance.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., intonation, balance, blend, timbre</td>
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<td><strong>MU.5.C.2.2:</strong></td>
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<td>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</td>
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<td><strong>MU.5.C.3.2:</strong></td>
<td>Explain why live performances are important to the career of the artist and the success of performance venues.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</td>
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### Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

**Clarifications:**
- e.g., tempo, dynamics, timbre, texture, phrasing, articulation

### Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

**Clarifications:**
- e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque, Romantic, nationalistic, jazz

### Sing or play simple melodic patterns by ear with support from the teacher.

**Clarifications:**
- e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

### Arrange a familiar song by manipulating specified aspects of music.

**Clarifications:**
- e.g., vocal and/or instrumental

### Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Choose a representation based on the given context or purpose.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Build understanding through modeling and using manipulatives.
- Demonstrate understanding by representing problems in multiple ways.

### Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### Teachers who encourage students to complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.
### MA.K12.MTR.5.1

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1

**Cite evidence to explain and justify reasoning.**

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1

**Read and comprehend grade-level complex texts proficiently.**

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1

**Make inferences to support comprehension.**

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______". The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
General Course Information and Notes

VERSION DESCRIPTION

Students who have varying levels of experience on orchestral string instruments explore high-quality literature written and/or arranged for string orchestra. Rehearsals focus on the development of instrumental techniques and skills, critical listening and aural skills, music literacy, ensemble skills, and aesthetic musical awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 5013030

Course Status: State Board Approved

Grade Level(s): K,1,2,3,4,5,PreK

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject: General

Abbreviated Title: ELEM ORCHESTRA

Course Length: Year (Y)
<table>
<thead>
<tr>
<th>Certification</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Education (Elementary Grades 1-6)</td>
<td></td>
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<tr>
<td>Music (Elementary and Secondary Grades K-12)</td>
<td></td>
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<tr>
<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
<td></td>
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</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| **MU.3.C.1.1:** | Describe listening skills and how they support appreciation of musical works.  
**Clarifications:**  
e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists |
| **MU.3.C.1.2:** | Respond to a musical work in a variety of ways and compare individual interpretations.  
**Clarifications:**  
e.g., move, draw, sing, play, gesture, conduct |
| **MU.3.C.2.1:** | Evaluate performances of familiar music using teacher-established criteria. |
| **MU.3.C.3.1:** | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  
**Clarifications:**  
e.g., tempo, rhythm, timbre, form, instrumentation, texture |
| **MU.3.F.2.1:** | Identify musicians in the school, community, and media.  
**Clarifications:**  
e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services |
| **MU.3.F.2.2:** | Describe opportunities for personal music-making.  
**Clarifications:**  
e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music |
| **MU.3.F.3.1:** | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.  
**Clarifications:**  
e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups |
| **MU.3.H.1.2:** | Identify significant information about specified composers and one or more of their musical works. |
| **MU.3.H.3.1:** | Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.  
**Clarifications:**  
e.g., in dance, visual art, language arts, pulse, rhythm, fluency |
| **MU.3.O.1.1:** | Identify and describe the musical form of a familiar song.  
**Clarifications:**  
e.g., rhythm, pitch, timbre, form |
| **MU.3.O.1.2:** | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.  
**Clarifications:**  
e.g., intonation, balance, blend, timbre, posture, breath support |
| **MU.3.O.3.1:** | Describe how tempo and dynamics can change the mood or emotion of a piece of music.  
**Clarifications:**  
e.g., parts of a round, parts of a layered work |
| **MU.3.S.2.1:** | Identify patterns in songs to aid the development of sequencing and memorization skills.  
**Clarifications:**  
e.g., reading from hand signs; reading from nontraditional or traditional notation |
| **MU.3.S.3.3:** | Develop effective listening strategies and describe how they can support appreciation of musical works.  
**Clarifications:**  
e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists |
| **MU.4.C.1.1:** | Describe, using correct music vocabulary, what is heard in a specific musical work.  
**Clarifications:**  
e.g., movement of melodic line, tempo, repeated and contrasting patterns |
| **MU.4.C.1.2:** | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.  
**Clarifications:**  
e.g., intonation, balance, blend, timbre, posture, breath support |
| **MU.4.C.2.2:** | Critique specific techniques in one's own and others performances using teacher-established criteria. |
| **MU.4.C.3.1:** | Describe characteristics that make various musical works appealing.  
**Clarifications:**  
e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation |
| **MU.4.F.2.1:** | Describe roles and careers of selected musicians.  
**Clarifications:**  
e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer |
<table>
<thead>
<tr>
<th>MU.4.F.3.1:</th>
<th>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</td>
</tr>
<tr>
<td>MU.4.H.1.2:</td>
<td>Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</td>
</tr>
<tr>
<td>MU.4.H.3.1:</td>
<td>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</td>
</tr>
<tr>
<td>MU.4.O.1.1:</td>
<td>Identify how expressive elements and lyrics affect the mood or emotion of a song.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., tempo, dynamics, phrasing, articulation</td>
</tr>
<tr>
<td>MU.4.O.3.1:</td>
<td>Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., introduction, interlude/bridge, coda, ABA, rondo</td>
</tr>
<tr>
<td>MU.4.O.3.2:</td>
<td>Arrange a familiar song for voices or instruments by manipulating form.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., high do, low sol, low la; vocal and/or instrumental</td>
</tr>
<tr>
<td>MU.4.S.3.3:</td>
<td>Perform extended pentatonic melodies at sight.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., high do, low sol, low la; vocal and/or instrumental</td>
</tr>
<tr>
<td>MU.5.C.2.1:</td>
<td>Define criteria, using correct music vocabulary, to critique one's own and others performance.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., intonation, balance, blend, timbre</td>
</tr>
<tr>
<td>MU.5.C.2.2:</td>
<td>Describe changes, using correct music vocabulary, in one's own and/or others performance over time.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</td>
</tr>
<tr>
<td>MU.5.C.3.1:</td>
<td>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., title, historical notes, quality recordings, instrumentation, expressive elements</td>
</tr>
<tr>
<td>MU.5.F.3.1:</td>
<td>Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</td>
</tr>
<tr>
<td>MU.5.H.1.2:</td>
<td>Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., reading, writing, observing, listening, evaluating, embellishing, revising</td>
</tr>
<tr>
<td>MU.5.O.1.1:</td>
<td>Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter; key, styles: Classical, Baroque, Romantic, nationalistic, jazz</td>
</tr>
<tr>
<td>MU.5.O.3.1:</td>
<td>Examine and explain how expressive elements, when used in a selected musical work, affect personal response.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., tempo, dynamics, timbre, texture, phrasing, articulation</td>
</tr>
<tr>
<td>MU.5.O.3.2:</td>
<td>Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</td>
</tr>
<tr>
<td>MU.5.O.3.3:</td>
<td>Sing or play simple melodic patterns by ear with support from the teacher.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</td>
</tr>
<tr>
<td>MU.5.O.3.4:</td>
<td>Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performances.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., introduction, interlude/bridge, coda, ABA, rondo</td>
</tr>
<tr>
<td>MU.5.O.3.5:</td>
<td>Apply performance techniques to familiar music.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., vocal and/or instrumental</td>
</tr>
<tr>
<td>MU.5.O.3.6:</td>
<td>Perform simple diatonic melodies at sight.</td>
</tr>
</tbody>
</table>
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$. stripe is $3$ units long. Students learn that it is possible for a right triangle to have congruent sides, but only one right angle. Students observe the relationship between two two-dimensional shapes, such as when a rectangle is dilated and transforms into a parallelogram or a square. Students are introduced to the idea of congruence through transformations and rotations. They describe and analyze rigid motion transformations and understand that the same result can be achieved multiple ways. They learn to use rules for transformations and translate, reflect, and rotate a figure on a coordinate system. Students compare and contrast representations of proportional relationships, such as tables, graphs, equations, and verbal descriptions, in order to make connections among them. They are able to make sense of quantities and their relationships in problem situations and identify, represent, and analyze mathematical relationships using various types of representations.
VERSION DESCRIPTION

Students with varying levels of experience in an elementary ensemble other than chorus, band, or orchestra develop foundational techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for such small-instrument ensembles as recorder or guitar, may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:
- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

**Course Number:** 5013035
**Course Path:** Section: Grades PreK to 12 Education
**Courses > Grade Group:** Grades PreK to 5 Education
**Courses > Subject:** Music Education > **SubSubject:** General
**Abbreviated Title:** ELEM SPEC ENS
**Course Length:** Year (Y)

**Course Status:** Course Approved
**Grade Level(s):** K,1,2,3,4,5,PreK

Educator Certifications

<table>
<thead>
<tr>
<th>Music Education (Elementary Grades 1-6)</th>
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<tbody>
<tr>
<td>Music (Elementary and Secondary Grades K-12)</td>
</tr>
<tr>
<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>------</td>
</tr>
</tbody>
</table>
| MU.3.C.1.1: | Describe listening skills and how they support appreciation of musical works.  
**Clarifications:** e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists |
| MU.3.C.1.2: | Respond to a musical work in a variety of ways and compare individual interpretations.  
**Clarifications:** e.g., move, draw, sing, play, gesture, conduct |
| MU.3.C.2.1: | Evaluate performances of familiar music using teacher-established criteria. |
| MU.3.C.3.1: | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  
**Clarifications:** e.g., tempo, rhythm, timbre, form, instrumentation, texture |
| MU.3.F.2.1: | Identify musicians in the school, community, and media.  
**Clarifications:** e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services |
| MU.3.F.2.2: | Describe opportunities for personal music-making.  
**Clarifications:** e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music |
| MU.3.F.3.1: | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.  
**Clarifications:** e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups |
| MU.3.H.1.2: | Identify significant information about specified composers and one or more of their musical works. |
| MU.3.H.3.1: | Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.  
**Clarifications:** e.g., in dance, visual art, language arts, pulse, rhythm, fluency |
| MU.3.O.1.1: | Identify and describe the musical form of a familiar song.  
**Clarifications:** e.g., rhythm, pitch, timbre, form |
| MU.3.O.1.2: | Identify and describe the musical form of a familiar song.  
**Clarifications:** e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda |
| MU.3.O.3.1: | Describe how tempo and dynamics can change the mood or emotion of a piece of music.  
**Clarifications:** e.g., parts of a round, parts of a layered work |
| MU.3.S.2.1: | Sing simple la-sol-mi-re-do patterns at sight.  
**Clarifications:** e.g., reading from hand signs; reading from nontraditional or traditional notation |
| MU.3.S.3.3: | Develop effective listening strategies and describe how they can support appreciation of musical works.  
**Clarifications:** e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists |
| MU.4.C.1.1: | Describe, using correct music vocabulary, what is heard in a specific musical work.  
**Clarifications:** e.g., movement of melodic line, tempo, repeated and contrasting patterns |
| MU.4.C.1.2: | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.  
**Clarifications:** e.g., intonation, balance, blend, timbre, posture, breath support |
| MU.4.C.2.1: | Critique specific techniques in one's own and others performances using teacher-established criteria.  
**Clarifications:** e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation |
| MU.4.F.2.1: | Describe roles and careers of selected musicians.  
**Clarifications:** e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer |
Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

**Clarifications:**
e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely

Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

**Clarifications:**
e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves

Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

**Clarifications:**
e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque

Identify how expressive elements and lyrics affect the mood or emotion of a song.

**Clarifications:**
e.g., tempo, dynamics, phrasing, articulation

Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

Arrange a familiar song for voices or instruments by manipulating form.

**Clarifications:**
e.g., introduction, interlude/bridge, coda, ABA, rondo

Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

Perform extended pentatonic melodies at sight.

Discuss and apply listening strategies to support appreciation of musical works.

Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

**Clarifications:**
e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists

Define criteria, using correct music vocabulary, to critique one's own and others performance.

Describe changes, using correct music vocabulary, in one's own and others performance over time.

Develop criteria to evaluate an exemplary musical work from a specific period or genre.

Describe jobs associated with various types of concert venues and performing arts centers.

Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

**Clarifications:**
e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

**Clarifications:**
e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter; key, styles: Classical, Baroque, Romantic, nationalistic, jazz

Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

**Clarifications:**
e.g., tempo, dynamics, timbre, texture, phrasing, articulation

Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

Arrange a familiar song by manipulating specified aspects of music.

**Clarifications:**
e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

Sing or play simple melodic patterns by ear with support from the teacher.

Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

Apply performance techniques to familiar music.

Perform simple diatonic melodies at sight.

**Clarifications:**
e.g., vocal and/or instrumental
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Develop understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to analyze the mathematical thinking of others.
- Communicate mathematical ideas, vocabulary and methods effectively.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:  
- Estimate to discover possible solutions.  
- Use benchmark quantities to determine if a solution makes sense.  
- Check calculations when solving problems.  
- Verify possible solutions by explaining the methods used.  
- Evaluate results based on the given context.  
Clarifications: Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, "Does this solution make sense? How do you know?"  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:  
- Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency.  
Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines. |
| ELD.K12.ELL.SI.1: | Use appropriate voice and tone when speaking or writing.  
Use the accepted rules governing a specific format to create quality work.  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  
Students will practice appropriate social and academic language to discuss texts. In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  
English language learners communicate for social and instructional purposes within the school setting. |

General Course Information and Notes
Students with varying levels of experience in an elementary ensemble other than chorus, band, or orchestra develop foundational techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for such small-instrument ensembles as recorder or guitar, may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

**Examples:**
- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

**Course Number:** 5013035

**Course Path:** Section: Grades PreK to 12 Education

Courses > Grade Group: Grades PreK to 5 Education

Courses > Subject: Music Education > SubSubject: General >

**Abbreviated Title:** ELEM SPEC ENS

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

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**Educator Certifications**

- Music Education (Elementary Grades 1-6)
- Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
# Course Standards

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<td>MU.K.C.1.2:</td>
<td>Identify various sounds in a piece of music.</td>
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<td>MU.K.C.1.3:</td>
<td>Identify, visually and aurally, pitched and unpitched classroom instruments.</td>
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<td>Identify singing, speaking, and whispering voices.</td>
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<td>MU.K.C.2.1:</td>
<td>Identify similarities and/or differences in a performance.</td>
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<td>MU.K.C.3.1:</td>
<td>Share opinions about selected pieces of music.</td>
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<td>MU.K.H.2.1:</td>
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<td>MU.K.O.1.2:</td>
<td>Respond to music to demonstrate how it makes one feel.</td>
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<td>Sing songs of limited range appropriate to the young child and use the head voice.</td>
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<td>Match pitches in a song or musical phrase in one or more keys.</td>
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<td>Imitate simple rhythm patterns played by the teacher or a peer.</td>
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<td>LAF.S.K.RL.1.2:</td>
<td>With prompting and support, retell familiar stories, including key details.</td>
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LAFS.K.RL.4.10: Actively engage in group reading activities with purpose and understanding.
LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  b. Continue a conversation through multiple exchanges.

Standard Relation to Course: Supporting
LAFS.K.SL.1.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

PE.K.C.2.1: Clariﬁcations:
Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping, and galloping.

PE.K.C.2.2: Clariﬁcations:
Recognize physical activities have safety rules and procedures.

PE.K.R.6.2: Identify a beneﬁt of willingly trying new movements and motor skills.
PE.K.R.6.3: Identify the beneﬁts of continuing to participate when not successful on the ﬁrst try.

Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear deﬁnitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efﬁciently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of deﬁnitions.

Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 × 7. They recognize the significance of an existing line in a geometric ﬁgure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 − 3(x − y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

GENERAL NOTES
All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and
Educator Certifications

- Music Education (Elementary Grades 1-6)
- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)

**Educator Certifications**

- Music Education
  - Elementary Grades 1-6
- Music
  - Elementary and Secondary Grades K-12
- Vocal Music
  - Elementary and Secondary Grades K-12

**Special Note:** This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**GENERAL INFORMATION**

**Course Number:** 5013060

**Course Path:**
- Section: Grades PreK to 12 Education
- Grade Group: Grades PreK to 5 Education
- Subject: Music Education
- SubSubject: General

**Abbreviated Title:** MUSIC - GRADE K

**Course Status:** Course Approved

**Grade Level(s):** K

**Course Length:** Year (Y)
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<td>Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.</td>
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<td><strong>MU.K.H.8.1:</strong></td>
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Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.1.1:

#### Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
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- Choose a representation based on the given context or purpose.

#### Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

#### Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficacy of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

#### Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

#### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
### MA.K12.MTR.6.1:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
  - Mathematicians who apply mathematics to real-world contexts:
    - Connect mathematical concepts to everyday experiences.
    - Use models and methods to understand, represent and solve problems.
    - Perform investigations to gather data or determine if a method is appropriate.
    - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### MA.K12.MTR.6.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because ______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.1.1:
- Clarifications:
  - K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
  - 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
  - 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
  - 6-8 Students continue with previous skills and use a style guide to create a proper citation.
  - 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because ______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.EE.6.1:
- Use appropriate voice and tone when speaking or writing.

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### PE.K.C.2.1:
- Recognize locomotor skills.

**Clarifications:**
- Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.

### PE.K.C.2.2:
- Recognize physical activities have safety rules and procedures.

**Clarifications:**
- An example would be to put equipment away when not in use in order to keep the physical activity area safe.
General Course Information and Notes

VERSION DESCRIPTION

Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one’s self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE s and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 5013060
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject: General
Abbreviated Title: MUSIC - GRADE K
Course Length: Year (Y)
Course Status: State Board Approved
Grade Level(s): K

Educator Certifications

Music Education (Elementary Grades 1-6)
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
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<td>Identify and perform folk music used to remember and honor America and its cultural heritage.</td>
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<td>Create short melodic and rhythmic patterns based on teacher-established guidelines.</td>
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<td>Sing or play songs, which may include changes in verses or repeats, from memory.</td>
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<td>Sing simple songs in a group, using head voice and maintaining pitch.</td>
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<td>Clarifications:</td>
<td>e.g., folk songs, finger-plays, call-and-response, echo songs</td>
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<td>MU.1.S.3.2:</td>
<td>Play three- to five-note melodies and/or accompaniments on classroom instruments.</td>
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<td>Clarifications:</td>
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<td>MU.1.S.3.3:</td>
<td>Sing simple la-sol-mi patterns at sight.</td>
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<td>Clarifications:</td>
<td>Match simple aural rhythm patterns in duple meter with written patterns.</td>
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<td>Standard</td>
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| **MU.1.S.3.4:** | Clarifications:  
- e.g., quarter note/rest, beamed eighth notes  
| **MU.1.S.3.5:** | Clarifications:  
- e.g., draw, body/hand signs, manipulatives, la-sol-mi  
| **MAFS.1.OA.1.1:** | Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  
Standard Relation to Course: Supporting  
| **MAFS.1.OA.1.2:** | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  
Standard Relation to Course: Supporting  
| **MAFS.K12.MP.5.1:** | Use appropriate tools strategically.  
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.  
Standard Relation to Course: Supporting  
| **MAFS.K12.MP.6.1:** | Attend to precision.  
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.  
Standard Relation to Course: Supporting  
| **MAFS.K12.MP.7.1:** | Look for and make use of structure.  
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.  
Standard Relation to Course: Supporting  
| **LAFS.1.RL.2.4:** | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
| **LAFS.1.SL.1.1:** | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  
- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  
- c. Ask questions to clear up any confusion about the topics and texts under discussion.  
| **LAFS.1.SL.1.2:** | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
| **LAFS.1.SL.1.3:** | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  
| **OA.1.O.3.1:** | Create movement phrases to express a feeling, idea, or story.  
| **OA.1.S.4.3:** | Identify the critical elements of locomotor skills.  
| **PE.1.C.2.1:** | Clarifications:  
- e.g., verbalized rhythm transferred to the feet  
| **PE.1.C.2.2:** | Identify safety rules and procedures for teacher-selected physical activities.  
| **PE.1.C.2.3:** | Clarifications:  
- Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.  
| **EDA.K12.ELL.SI.1:** | Explain the consequences of not following rules/practices when making healthy and safe decisions.  
| **TH.1.S.1.3:** | Explain personal preferences related to a performance.  

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**General Course Information and Notes**
First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on, process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21st century.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:
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<td>e.g., folk songs, finger-plays, call-and-response, echo songs</td>
</tr>
<tr>
<td><strong>MU.1.S.2.1:</strong></td>
<td>Sing or play songs, which may include changes in verses or repeats, from memory.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Sing simple songs in a group, using head voice and maintaining pitch.</td>
</tr>
<tr>
<td><strong>MU.1.S.3.1:</strong></td>
<td>Play three- to five-note melodies and/or accompaniments on classroom instruments.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Sing simple la-sol-mi patterns at sight.</td>
</tr>
<tr>
<td><strong>MU.1.S.3.2:</strong></td>
<td>Match simple aural rhythm patterns in duple meter with written patterns.</td>
</tr>
<tr>
<td>Code</td>
<td>Clarifications</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td>MU.1.S.3.4</td>
<td>e.g., quarter note/rest, beamed eighth notes</td>
</tr>
</tbody>
</table>
| MU.1.S.3.5 | e.g., draw, body/hand signs, manipulatives, la-sol-mi | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. |
| MA.K12.MTR.1.1 | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose. |
| MA.K12.MTR.2.1 | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations. |
| MA.K12.MTR.3.1 | Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. | Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence. |
| MA.K12.MTR.4.1 | Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers. | Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts.  
- Relate previously learned concepts to new concepts.  
- Look for similarities among problems.  
- Connect solutions of problems to more complicated large-scale situations. |

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Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
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</tr>
<tr>
<td>- Have students estimate or predict solutions prior to solving.</td>
</tr>
<tr>
<td>- Prompt students to continually ask, &quot;Does this solution make sense? How do you know?&quot;</td>
</tr>
<tr>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
</tr>
<tr>
<td>- Strengthen students' ability to verify solutions through justifications.</td>
</tr>
</tbody>
</table>

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

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<tr>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
</tr>
<tr>
<td>- Challenge students to question the accuracy of their models and methods.</td>
</tr>
<tr>
<td>- Support students as they validate conclusions by comparing them to the given situation.</td>
</tr>
<tr>
<td>- Indicate how various concepts can be applied to other disciplines.</td>
</tr>
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</table>

Cite evidence to explain and justify reasoning.

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<tr>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
</tr>
<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
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Read and comprehend grade-level complex texts proficiently.

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<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
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Make inferences to support comprehension.

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<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
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Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

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<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: &quot;I think _______ because _______&quot;. The collaborative conversations are becoming academic conversations.</td>
</tr>
<tr>
<td>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

Use the accepted rules governing a specific format to create quality work.

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<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

Use appropriate voice and tone when speaking or writing.

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<tbody>
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<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>
Create movement phrases to express a feeling, idea, or story.

Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.

Identify the critical elements of locomotor skills.

Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.

Identify safety rules and procedures for teacher-selected physical activities.

An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.

English language learners communicate for social and instructional purposes within the school setting.

Explains the consequences of not following rules/practices when making healthy and safe decisions.

Tooth decay and environmental damage.

Explain personal preferences related to a performance.

First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on, process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21st century.

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject: General
Abbreviated Title: MUSIC - GRADE 1
Course Length: Year (Y)

Music Education (Elementary Grades 1-6)
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
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<th>Name</th>
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<td>MU.2.C.1.1:</td>
<td>Identify appropriate listening skills for learning about musical examples selected by the teacher. <strong>Clarifications:</strong> e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.2.C.1.2:</td>
<td>Respond to a piece of music and discuss individual interpretations. <strong>Clarifications:</strong> e.g., move, write, draw, describe, gesture</td>
</tr>
<tr>
<td>MU.2.C.1.3:</td>
<td>Classify unpitched instruments into metals, membranes, shakers, and wooden categories.</td>
</tr>
<tr>
<td>MU.2.C.1.4:</td>
<td>Identify child, adult male, and adult female voices by timbre.</td>
</tr>
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<td>MU.2.C.2.1:</td>
<td>Identify strengths and needs in classroom performances of familiar songs.</td>
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<tr>
<td>MU.2.C.3.1:</td>
<td>Discuss why musical characteristics are important when forming and discussing opinions about music. <strong>Clarifications:</strong> e.g., tempo, rhythm, dynamics, instrumentation</td>
</tr>
<tr>
<td>MU.2.F.1.1:</td>
<td>Create a musical performance that brings a story or poem to life. <strong>Clarifications:</strong> e.g., sound carpets, original stories and poems, literary works</td>
</tr>
<tr>
<td>MU.2.F.2.1:</td>
<td>Describe how people participate in music. <strong>Clarifications:</strong> e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials</td>
</tr>
<tr>
<td>MU.2.F.3.1:</td>
<td>Collaborate with others in a music presentation and discuss what was successful and what could be improved. <strong>Clarifications:</strong> e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups</td>
</tr>
<tr>
<td>MU.2.H.1.1:</td>
<td>Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures. <strong>Clarifications:</strong> e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato</td>
</tr>
<tr>
<td>MU.2.H.1.2:</td>
<td>Identify the primary differences between composed and folk music.</td>
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<tr>
<td>MU.2.H.2.1:</td>
<td>Discuss how music is used for celebrations in American and other cultures. <strong>Clarifications:</strong> e.g., birthdays, New Year, national and religious holidays</td>
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<tr>
<td>MU.2.H.3.1:</td>
<td>Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.</td>
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<tr>
<td>MU.2.O.1.1:</td>
<td>Identify basic elements of music in a song or instrumental excerpt. <strong>Clarifications:</strong> e.g., melody, rhythm, pitch, form</td>
</tr>
<tr>
<td>MU.2.O.1.2:</td>
<td>Identify the form of a simple piece of music. <strong>Clarifications:</strong> e.g., AB, ABA, call-and-response</td>
</tr>
<tr>
<td>MU.2.O.3.1:</td>
<td>Describe changes in tempo and dynamics within a musical work.</td>
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<td>Improvise short phrases in response to a given musical question.</td>
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<td>MU.2.S.2.1:</td>
<td>Create simple ostinati to accompany songs or poems.</td>
</tr>
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<td>MU.2.S.3.1:</td>
<td>Sing songs in an appropriate range, using head voice and maintaining pitch. <strong>Clarifications:</strong> e.g., la-sol-mi-do patterns at sight.</td>
</tr>
<tr>
<td>MU.2.S.3.2:</td>
<td>Play simple melodies and/or accompaniments on classroom instruments.</td>
</tr>
<tr>
<td>MU.2.S.3.3:</td>
<td>Sing simple la-sol-mi-do patterns at sight. <strong>Clarifications:</strong> e.g., reading from hand signs and/or iconic or traditional representations</td>
</tr>
<tr>
<td>MU.2.S.3.4:</td>
<td>Compare aural melodic patterns with written patterns to determine whether they are the same or different. <strong>Clarifications:</strong> e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes</td>
</tr>
<tr>
<td>MU.2.S.3.5:</td>
<td>Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else. <strong>Clarifications:</strong> e.g., draw, body/hand signs, manipulatives, la-sol-mi</td>
</tr>
</tbody>
</table>
| LAFS.2.RI.1.1: | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the
LAFS.2.SL.1.1: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.2: Ask and answer questions about a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.SL.1.3: Identify safety rules and procedures for selected physical activities.

**Clarifications:**

a. Build on others’ talk in conversations by linking their comments to the remarks of others.
b. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Standard Relation to Course: Supporting**

PE.2.C.2.2: Perform one folk or line dance accurately.

**Clarifications:**

An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.

**LAFS.2.SL.1.1:**

TH.2.C.1.1: Describe a character in a story and tell why the character is important to the story.

**Clarifications:**

Examples of a character include the main character, a supporting character, and a minor character. The character's importance to the story can be related to the character's actions, decisions, or interactions with other characters, as well as the character's role in the plot.

**Standard Relation to Course: Supporting**

MAFS.K12.MP.5.1: Use appropriate tools strategically.

**Standard Relation to Course: Supporting**

MAFS.K12.MP.6.1: Attend to precision.

**Standard Relation to Course: Supporting**

MAFS.K12.MP.7.1: Look for and make use of structure.

**Standard Relation to Course: Supporting**

DA.2.O.3.1: Use movement to interpret feelings, stories, pictures, and songs.

**LAFS.2.SL.1.1:**

**Clarifications:**

English language learners communicate for social and instructional purposes within the school setting.

**Standard Relation to Course: Supporting**

HE.2.B.5.3: Compare the consequences of not following rules/practices when making healthy and safe decisions.

**Clarifications:**

Negative emotions, accidents, injuries, and pollution.

**Special Note:** This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student's working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21st century.

**GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.
**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**GENERAL INFORMATION**

**Course Number:** 5013080

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject: General

**Abbreviated Title:** MUSIC - GRADE 2

**Course Status:** Course Approved

**Grade Level(s):** 2

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**Educator Certifications**

Music Education (Elementary Grades 1-6)
Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
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<td>Create simple ostinati to accompany songs or poems.</td>
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<td>MU.2.S.3.4</td>
<td>Compare aural melodic patterns with written patterns to determine whether they are the same or different.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes</td>
</tr>
<tr>
<td>MU.2.S.3.5</td>
<td>Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., draw, body/hand signs, manipulatives, la-sol-mi</td>
</tr>
</tbody>
</table>

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
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</thead>
</table>
| Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
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</table>
| Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
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</table>
| Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
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</table>
| Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1:</th>
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| Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clari**

Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.6.1:**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clari**

Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.7.1:**

Cite evidence to explain and justify reasoning.

**Clari**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**

Read and comprehend grade-level complex texts proficiently.

**Clari**

Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.2.1:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**

Make inferences to support comprehension.

**Clari**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clari**

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**

Use the accepted rules governing a specific format to create quality work.

**Clari**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**

Use appropriate voice and tone when speaking or writing.

**Clari**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**PE.2.C.2.2:**

An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.

**PE.2.M.1.9:**

An example of a line dance is the Electric Slide.

**PE.2.R.6.2:**

Discuss the relationship between skill competence and enjoyment.

**PE.2.R.6.3:**

Identify ways to contribute as a member of a cooperative group.
Version Description

Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student's working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21st century.

General Notes

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

General Information

Course Number: 5013080
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject: General
Abbreviated Title: MUSIC - GRADE 2
Course Length: Year (Y)

Educator Certifications

Music Education (Elementary Grades 1-6)
Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
## Course Standards

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<th>Name</th>
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| **MU.3.C.1.1** | Describe listening skills and how they support appreciation of musical works.  
*Clarifications:*  
e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists |
| **MU.3.C.1.2** | Respond to a musical work in a variety of ways and compare individual interpretations.  
*Clarifications:*  
e.g., move, draw, sing, play, gesture, conduct |
| **MU.3.C.1.3** | Identify families of orchestral and band instruments.  
*Clarifications:*  
e.g., strings, woodwinds, brass, percussion, keyboards |
| **MU.3.C.1.4** | Discriminate between unison and two-part singing. |
| **MU.3.C.2.1** | Evaluate performances of familiar music using teacher-established criteria. |
| **MU.3.C.3.1** | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  
*Clarifications:*  
e.g., tempo, rhythm, timbre, form, instrumentation, texture |
| **MU.3.F.1.1** | Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.  
*Clarifications:*  
e.g., sound carpets, original stories and poems, literary works |
| **MU.3.F.2.1** | Identify musicians in the school, community, and media.  
*Clarifications:*  
e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services |
| **MU.3.F.2.2** | Describe opportunities for personal music-making.  
*Clarifications:*  
e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music |
| **MU.3.F.3.1** | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.  
*Clarifications:*  
e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups |
| **MU.3.H.1.1** | Compare indigenous instruments of specified cultures.  
*Clarifications:*  
e.g., congas, dundun drums, maracas, dulcimer, darabukah |
| **MU.3.H.1.2** | Identify significant information about specified composers and one or more of their musical works. |
| **MU.3.H.1.3** | Identify timbre(s) in music from a variety of cultures.  
*Clarifications:*  
e.g., metals, woods, shakers, strings, voice: adult, child |
| **MU.3.H.2.1** | Discuss how music in America was influenced by people and events in its history.  
*Clarifications:*  
e.g., slavery, expansion of railroad, jazz, war, politics |
| **MU.3.H.3.1** | Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.  
*Clarifications:*  
e.g., in dance, visual art, language arts, pulse, rhythm, fluency |
| **MU.3.O.1.1** | Identify, using correct music vocabulary, the elements in a musical work.  
*Clarifications:*  
e.g., rhythm, pitch, timbre, form |
| **MU.3.O.1.2** | Identify and describe the musical form of a familiar song.  
*Clarifications:*  
e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda |
| **MU.3.O.2.1** | Rearrange melodic or rhythmic patterns to generate new phrases. |
| **MU.3.O.3.1** | Describe how tempo and dynamics can change the mood or emotion of a piece of music. |
| **MU.3.S.1.1** | Improvise rhythms or melodies over ostinati.  
*Clarifications:*  
e.g., dynamics, tempo, lyrics |
| **MU.3.S.1.2** | Create an alternate ending to a familiar song. |
| **MU.3.S.2.1** | Identify patterns in songs to aid the development of sequencing and memorization skills. |
Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

Clarifications:
- e.g., parts of a round, parts of a layered work

Match simple aural rhythm patterns in duple and triple meter with written patterns.

Clarifications:
- e.g., 2/4, 3/4, 4/4

Notate simple rhythmic and melodic patterns using traditional notation.

Clarifications:
- e.g., rhythmic: quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic: la-sol-mi-do

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

Standard Relation to Course: Supporting

Determine the main ideas and supporting details of a text read aloud or presented in diverse media and formats, including visually, quantitatively, and orally.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 − 3(x − y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

Understand the importance of safety rules and procedures in all physical activities.

An example of a safety procedure is wearing a helmet when riding a bicycle.

Perform one dance accurately.

Some examples of dances are square, contra, step and social.

Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

English language learners communicate for social and instructional purposes within the school setting.

Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
Third-grade students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross-content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21st century.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:
- A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 5013090
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject: General
Abbreviated Title: MUSIC-INTERM 1
Course Length: Year (Y)

Course Status: Course Approved
Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

<table>
<thead>
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### Course Standards

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<td>MU.3.F.1.1</td>
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<td>Describe opportunities for personal music-making.</td>
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<td>MU.3.F.3.1</td>
<td>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</td>
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<td>Clarifications:</td>
<td>e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</td>
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<td>MU.3.H.1.1</td>
<td>Compare indigenous instruments of specified cultures.</td>
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<td>Clarifications:</td>
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<td>MU.3.H.3.1</td>
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<td>MU.3.O.1.2</td>
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<td>Rearrange melodic or rhythmic patterns to generate new phrases.</td>
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<td>Describe how tempo and dynamics can change the mood or emotion of a piece of music.</td>
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<td>MU.3.S.1.1</td>
<td>Improvise rhythms or melodies over ostinati.</td>
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<td>MU.3.S.1.2</td>
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</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., dynamics, tempo, lyrics</td>
</tr>
<tr>
<td>MU.3.S.2.1</td>
<td>Identify patterns in songs to aid the development of sequencing and memorization skills.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td></td>
</tr>
</tbody>
</table>
### MU.3.S.3.1:
Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

**Clarifications:**
- e.g., parts of a round, parts of a layered work

### MU.3.S.3.2:
Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.

**Clarifications:**
- Sing simple la-sol-mi-re-do patterns at sight.

### MU.3.S.3.3:
Match simple aural rhythm patterns in duple and triple meter with written patterns.

**Clarifications:**
- e.g., 2/4, 3/4, 4/4

### MU.3.S.3.4:
Notate simple rhythmic and melodic patterns using traditional notation.

**Clarifications:**
- e.g., rhythmic: quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic: la-sol-mi-do

### MU.3.S.3.5:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.1.1:
Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.2.1:
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.3.1:
Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.4.1:
Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
### Clarifications:

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

#### MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

#### Clarifications:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

#### MA.K12.MTR.6.1:

- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- In 1st grade, students develop the skills of building on ideas, propelling the conversation, and supporting claims and counterclaims.
- In grades 1-2, students learn to listen to one another respectfully.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
- Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

#### MA.K12.MTR.7.1:

- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

#### Clarifications:

- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

#### ELA.K12.EE.1.1:

- Cite evidence to explain and justify reasoning.
- Students should name the text when they refer to it.
- Students should use a combination of direct and indirect citations.
- Students should use the form of citation dictated by the instructor or the style guide referenced by the instructor.

#### ELA.K12.EE.2.1:

- Read and comprehend grade-level complex texts proficiently.
- Students will make inferences before the words infer or inference are introduced.
- Students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page.

#### ELA.K12.EE.3.1:

- Make inferences to support comprehension.
- Students will make inferences before the words infer or inference are introduced.
- Students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page.

#### ELA.K12.EE.4.1:

- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Collaboration conversations are becoming academic conversations.

#### Clarifications:

- Teachers who encourage students to validate conclusions by comparing them to the given situation:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Understand the importance of safety rules and procedures in all physical activities.

An example of a safety procedure is wearing a helmet when riding a bicycle.

Perform one dance accurately.

Some examples of dances are square, contra, step and social.

Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

English language learners communicate for social and instructional purposes within the school setting.

Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

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General Course Information and Notes

**VERSION DESCRIPTION**

Third-grade* students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross-content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21st century.

**GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

**Examples:**
- A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.)

**Special Note:** This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

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**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf)

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**GENERAL INFORMATION**

**Course Number:** 5013090

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject:
General >

**Abbreviated Title:** MUSIC-INTERM 1

**Course Length:** Year (Y)

**Course Status:** State Board Approved

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Educator Certifications

<table>
<thead>
<tr>
<th>Music Education (Elementary Grades 1-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music (Elementary and Secondary Grades K-12)</td>
</tr>
<tr>
<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
</tr>
</tbody>
</table>

Grade Level(s): K,1,2,3,4,5,PreK
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.4.C.1.1</td>
<td>Develop effective listening strategies and describe how they can support appreciation of musical works.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.4.C.1.2</td>
<td>Describe, using correct music vocabulary, what is heard in a specific musical work.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., movement of melodic line, tempo, repeated and contrasting patterns</td>
</tr>
<tr>
<td>MU.4.C.1.3</td>
<td>Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.</td>
</tr>
<tr>
<td>MU.4.C.1.4</td>
<td>Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.</td>
</tr>
<tr>
<td>MU.4.C.2.1</td>
<td>Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., intonation, balance, blend, timbre, posture, breath support</td>
</tr>
<tr>
<td>MU.4.C.2.2</td>
<td>Critique specific techniques in one's own and others performances using teacher-established criteria.</td>
</tr>
<tr>
<td>MU.4.C.3.1</td>
<td>Describe characteristics that make various musical works appealing.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation</td>
</tr>
<tr>
<td>MU.4.F.1.1</td>
<td>Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry</td>
</tr>
<tr>
<td>MU.4.F.2.1</td>
<td>Describe roles and careers of selected musicians.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer</td>
</tr>
<tr>
<td>MU.4.F.3.1</td>
<td>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</td>
</tr>
<tr>
<td>MU.4.F.3.2</td>
<td>Discuss the safe, legal way to download songs and other media.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., sharing personal and financial information, copying and sharing music</td>
</tr>
<tr>
<td>MU.4.H.1.1</td>
<td>Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.</td>
</tr>
<tr>
<td>MU.4.H.1.2</td>
<td>Describe the influence of selected composers on the musical works and practices or traditions of their time.</td>
</tr>
<tr>
<td>MU.4.H.1.3</td>
<td>Identify pieces of music that originated from cultures other than one's own.</td>
</tr>
<tr>
<td>MU.4.H.2.1</td>
<td>Perform, listen to, and discuss music related to Florida's history.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress, intimidate, immortalize</td>
</tr>
<tr>
<td>MU.4.H.2.2</td>
<td>Identify ways in which individuals of varying ages and cultures experience music.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., live concert, musical theatre, Internet, recordings</td>
</tr>
<tr>
<td>MU.4.H.3.1</td>
<td>Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</td>
</tr>
<tr>
<td>MU.4.O.1.1</td>
<td>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</td>
</tr>
<tr>
<td>MU.4.O.2.1</td>
<td>Create variations for selected melodies.</td>
</tr>
<tr>
<td>MU.4.O.2.2</td>
<td>Identify how expressive elements and lyrics affect the mood or emotion of a song.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., tempo, dynamics, phrasing, articulation</td>
</tr>
<tr>
<td>MU.4.O.3.1</td>
<td>Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., altering text, rhythm, pitch, melody</td>
</tr>
<tr>
<td>MU.4.O.3.2</td>
<td>Improve phrases, using familiar songs.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>e.g., altering text, rhythm, pitch, melody</td>
</tr>
</tbody>
</table>
Apply knowledge of musical structure to aid in sequencing and performance.

Paraphrase portions of a text read aloud or information presented in a visual display.

Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details from the text (e.g., a character's thoughts, words, or actions).

Create melodic patterns using a variety of sound sources.

Clarifications:
- e.g., voice, instrument

Arrange a familiar song for voices or instruments by manipulating form.

Clarifications:
- e.g., introduction, interlude/bridge, coda, ABA, rondo

Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

Perform extended pentatonic melodies at sight.

Clarifications:
- e.g., high do, low sol, low la; vocal and/or instrumental

Play rounds, canons, or layered ostinati on classroom instruments.

Play simple ostinati, by ear, using classroom instruments.

Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

Clarifications:
- e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; melodic: la-sol-mi-re-do

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Standard Relation to Course: Supporting

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated by a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

Clarifications:
- An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.

Perform two or more dances accurately.

Clarifications:
- Some examples of dances are line, square, contra, folk, step and social.

Describe how dance and music can each be used to interpret and support the other.

Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.
VERSION DESCRIPTION

Fourth-grade* students in music class explore artistic intent by investigating the inventive development of ideas, applying musicianship skills and techniques while engaging in the creation and interpretation of the arts. They analyze the characteristics of musical structures from simple to complex to build understanding and respect for the creative process. As they examine the significant cultural contributions in the arts throughout history, particularly in Florida, they become increasingly able to identify the connections among music and other fields of study. Music students also develop knowledge of careers in, and related to, the arts as they explore the impact of music on the local and global economies of the 21st century and strengthen personal skills for success throughout school and beyond.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 5013100
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject:
General >
Abbreviated Title: MUSIC-INTERM 2
Course Length: Year (Y)
Course Status: Course Approved
Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Music Education (Elementary Grades 1-6)
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| MU.4.C.1.1: | Develop effective listening strategies and describe how they can support appreciation of musical works.  
**Clarifications:**  
e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists |
| MU.4.C.1.2: | Describe, using correct music vocabulary, what is heard in a specific musical work.  
**Clarifications:**  
e.g., movement of melodic line, tempo, repeated and contrasting patterns |
| MU.4.C.1.3: | Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard. |
| MU.4.C.1.4: | Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass. |
| MU.4.C.2.1: | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.  
**Clarifications:**  
e.g., intonation, balance, blend, timbre, posture, breath support |
| MU.4.C.2.2: | Critique specific techniques in one's own and others performances using teacher-established criteria. |
| MU.4.C.3.1: | Describe characteristics that make various musical works appealing.  
**Clarifications:**  
e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation |
| MU.4.F.1.1: | Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.  
**Clarifications:**  
e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry |
| MU.4.F.2.1: | Describe roles and careers of selected musicians.  
**Clarifications:**  
e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer |
| MU.4.F.3.1: | Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.  
**Clarifications:**  
e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely |
| MU.4.F.3.2: | Discuss the safe, legal way to download songs and other media.  
**Clarifications:**  
e.g., sharing personal and financial information, copying and sharing music |
| MU.4.H.1.1: | Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments. |
| MU.4.H.1.2: | Describe the influence of selected composers on the musical works and practices or traditions of their time. |
| MU.4.H.1.3: | Identify pieces of music that originated from cultures other than one's own. |
| MU.4.H.2.1: | Perform, listen to, and discuss music related to Florida's history.  
**Clarifications:**  
e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress, intimidate, immortalize |
| MU.4.H.2.2: | Identify ways in which individuals of varying ages and cultures experience music.  
**Clarifications:**  
e.g., live concert, musical theatre, Internet, recordings |
| MU.4.H.3.1: | Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.  
**Clarifications:**  
e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves |
| MU.4.O.1.1: | Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.  
**Clarifications:**  
e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque |
| MU.4.O.2.1: | Create variations for selected melodies.  
**Clarifications:**  
e.g., tempo, dynamics, phrasing, articulation |
| MU.4.O.3.1: | Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices. |
| MU.4.O.3.2: | Improvise phrases, using familiar songs.  
**Clarifications:**  
e.g., altering text, rhythm, pitch, melody |
MU.4.S.1.2: Create melodic patterns using a variety of sound sources.
Clariifications: e.g., voice, instrument

MU.4.S.1.3: Arrange a familiar song for voices or instruments by manipulating form.
Clariifications: e.g., introduction, interlude/bridge, coda, ABA, rondo

MU.4.S.1.4: Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

MU.4.S.1.5: Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.4.S.1.6: Play rounds, canons, or layered ostinati on classroom instruments.

Perform extended pentatonic melodies at sight.

MU.4.S.1.8: Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
Clariifications: e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; melodic: la-sol-mi-re-do

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:
Analyze the problem in a way that makes sense given the task.
Ask questions that will help with solving the task.
Build perseverance by modifying methods as needed while solving a challenging task.
Stay engaged and maintain a positive mindset when working to solve tasks.
Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
Cultivate a community of growth mindset learners.
Foster perseverance in students by choosing tasks that are challenging.
Develop students’ ability to analyze and problem solve.
Recognize students’ effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
Build understanding through modeling and using manipulatives.
Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
Progress from modeling problems with objects and drawings to using algorithms and equations.
Express connections between concepts and representations.
Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
Help students make connections between concepts and representations.
Provide opportunities for students to use manipulatives when investigating concepts.
Guide students from concrete to pictorial to abstract representations as understanding progresses.
Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
Select efficient and appropriate methods for solving problems within the given context.
Maintain flexibility and accuracy while performing procedures and mental calculations.
Complete tasks accurately and with confidence.
Adapt procedures to apply them to a new context.
Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
Offer multiple opportunities for students to practice efficient and generalizable methods.
Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
Communicate mathematical ideas, vocabulary and methods effectively.
Analyze the mathematical thinking of others.
Compare the efficiency of a method to those expressed by others.
Recognize errors and suggest how to correctly solve the task.
Justify results by explaining methods and processes.
Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:** Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:** Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**MA.K12.MTR.7.1:** Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

3rd grade students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:** Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**ELA.K12.EE.6.1:**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

**PE.4.C.2.2:**

**Clarifications:**
An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.

Perform two or more dances accurately.

**PE.4.M.1.10:**

**Clarifications:**
Some examples of dances are line, square, contra, folk, step and social.

Describe how dance and music can each be used to interpret and support the other.

**DA.4.H.3.3:**

**ELD.K12.ELL.SI.1:**

English language learners communicate for social and instructional purposes within the school setting.

Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

**SC.4.P.10.3:**

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**GENERAL Course Information and Notes**

**VERSION DESCRIPTION**

Fourth-grade* students in music class explore artistic intent by investigating the inventive development of ideas, applying musicianship skills and techniques while engaging in the creation and interpretation of the arts. They analyze the characteristics of musical structures from simple to complex to build understanding and respect for the creative process. As they examine the significant cultural contributions in the arts throughout history, particularly in Florida, they become increasingly able to identify the connections among music and other fields of study. Music students also develop knowledge of careers in, and related to, the arts as they explore the impact of music on the local and global economies of the 21st century and strengthen personal skills for success throughout school and beyond.

**GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

**Examples:**
- A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.

**Special Note:** This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

[https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf)

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**GENERAL INFORMATION**

**Course Path:** Section: Grades PreK to 12 Education
Educator Certifications

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<td>Music Education (Elementary Grades 1-6)</td>
<td>K,1,2,3,4,5,PreK</td>
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<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
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## Course Standards

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<th>Name</th>
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<tr>
<td>MU.5.C.1.1:</td>
<td>Discuss and apply listening strategies to support appreciation of musical works.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.5.C.1.2:</td>
<td>Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., title, historical notes, quality recordings, instrumentation, expressive elements</td>
</tr>
<tr>
<td>MU.5.C.1.3:</td>
<td>Identify, aurally, selected instruments of the band and orchestra.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</td>
</tr>
<tr>
<td>MU.5.C.1.4:</td>
<td>Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.</td>
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<tr>
<td>MU.5.C.2.1:</td>
<td>Define criteria, using correct music vocabulary, to critique one's own and others performance.</td>
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<td>Clarifications:</td>
<td>e.g., intonation, balance, blend, timbre</td>
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<tr>
<td>MU.5.C.2.2:</td>
<td>Describe changes, using correct music vocabulary, in one's own and/or others performance over time.</td>
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<tr>
<td>MU.5.C.3.1:</td>
<td>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</td>
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<tr>
<td>MU.5.F.1.1:</td>
<td>Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</td>
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<td>MU.5.F.2.1:</td>
<td>Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.</td>
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<td>Clarifications:</td>
<td>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</td>
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<tr>
<td>MU.5.F.2.2:</td>
<td>Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.</td>
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<td>MU.5.F.3.1:</td>
<td>Identify the purposes for which music is used within various cultures.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., communication, celebration, ceremony</td>
</tr>
<tr>
<td>MU.5.F.3.2:</td>
<td>Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.</td>
</tr>
<tr>
<td>MU.5.F.4.1:</td>
<td>Compare stylistic and musical features in works originating from different cultures.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns</td>
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<tr>
<td>MU.5.F.4.2:</td>
<td>Examine the contributions of musicians and composers for a specific historical period.</td>
</tr>
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<td>MU.5.F.5.1:</td>
<td>Describe how technology has changed the way audiences experience music.</td>
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<tr>
<td>MU.5.F.5.2:</td>
<td>Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.</td>
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<tr>
<td>Clarifications:</td>
<td>e.g., reading, writing, observing, listening, evaluating, embellishing, revising</td>
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<tr>
<td>MU.5.O.1.1:</td>
<td>Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz</td>
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<tr>
<td>MU.5.O.2.1:</td>
<td>Create a new melody from two or more melodic motifs.</td>
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<tr>
<td>MU.5.O.3.1:</td>
<td>Examine and explain how expressive elements, when used in a selected musical work, affect personal response.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., tempo, dynamics, timbre, texture, phrasing, articulation</td>
</tr>
<tr>
<td>MU.5.O.3.2:</td>
<td>Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.</td>
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<tr>
<td>MU.5.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.</td>
</tr>
<tr>
<td>MU.5.S.1.2:</td>
<td>Compose short vocal or instrumental pieces using a variety of sound sources.</td>
</tr>
<tr>
<td>MU.5.S.1.3:</td>
<td>Arrange a familiar song by manipulating specified aspects of music.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</td>
</tr>
<tr>
<td>MU.5.S.1.4:</td>
<td>Sing or play simple melodic patterns by ear with support from the teacher.</td>
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</table>
MU.5.S.2.1: Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

MU.5.S.2.2: Apply performance techniques to familiar music.

MU.5.S.3.1: Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.5.S.3.2: Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments. 

MU.5.S.3.3: Perform simple diatonic melodies at sight.

MU.5.S.3.4: Play melodies and accompaniments, by ear, using classroom instruments.

LAFS.5.SL.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

MAFS.K12.MP.1.1: Use appropriate tools strategically. 

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.6.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MAFS.K12.MP.7.1: Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

General Course Information and Notes

VERSION DESCRIPTION

Fifth-grade* students in music class develop and analyze the skills necessary for the critical assessment of artistic works and creative works in other contexts. They demonstrate the proficiency of comprehensive musicianship and interpretive skills in the arts, which allows them to explore manipulation of musical structures to represent a personal and creative form of artistic communication. As students become more musically sophisticated, they establish and document reciprocal relationships among music and other disciplines of study. They learn to transfer their music knowledge and innovative skills as a means of discovering the significant contributions of music and the arts, in general, to positive social development and global economic success in the 21st Century.
GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 5013110</th>
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<tbody>
<tr>
<td>Course Path: Section: Grades PreK to 12 Education</td>
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<tr>
<td>Courses &gt; Grade Group: Grades PreK to 5 Education</td>
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<td>Courses &gt; Subject: Music Education &gt; SubSubject: General &gt;</td>
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<td>Abbreviated Title: MUSIC-INTERM 3</td>
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Course Status: Course Approved
Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

<table>
<thead>
<tr>
<th>Music Education (Elementary Grades 1-6)</th>
</tr>
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<tbody>
<tr>
<td>Music (Elementary and Secondary Grades K-12)</td>
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<tr>
<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
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<tr>
<td><strong>MU.5.S.3.2:</strong></td>
</tr>
</tbody>
</table>

### Perform simple diatonic melodies at sight.

| **MU.5.S.3.3:** | Play melodies and accompaniments, by ear, using classroom instruments. |
| **MU.5.S.3.4:** | Notate rhythmic phrases and simple diatonic melodies using traditional notation. |

### Clarifications:
- e.g., vocal and/or instrumental

### Mathematics (K-12)

| **MA.K12.MTR.1.1:** | Mathematicians who participate in effortful learning both individually and with others: |
| **MA.K12.MTR.2.1:** | Mathematicians who demonstrate understanding by representing problems in multiple ways. |
| **MA.K12.MTR.3.1:** | Mathematicians who complete tasks with mathematical fluency. |
| **MA.K12.MTR.4.1:** | Mathematicians who use patterns and structure to help understand and connect mathematical concepts. |

### Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others: |
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: |
- Teachers who encourage students to complete tasks with mathematical fluency: |
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: |

### Examples:
- Notate rhythmic phrases and simple diatonic melodies using traditional notation.
- Use feedback to improve efficiency when performing calculations.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Construct possible arguments based on evidence.
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.5.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.6.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to support and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.7.1:**
Cite evidence to explain and justify reasoning.

**Clarifications:**

**ELA.K12.EE.1.1:**

**ELA.K12.EE.1.1:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clarifications:**

**ELA.K12.EE.2.1:**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**

Make inferences to support comprehension.

**Clarifications:**

**ELA.K12.EE.4.1:**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______". The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Clarifications:**

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

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<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.K12.EE.5.1</td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
<tr>
<td>ELA.K12.EE.6.1</td>
<td>Use appropriate voice and tone when speaking or writing.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>TH.S.H.1.2</td>
<td>Participate in a performance to explore and celebrate a variety of human experiences.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**VERSION DESCRIPTION**

Fifth-grade students in music class develop and analyze the skills necessary for the critical assessment of artistic works and creative works in other contexts. They demonstrate the proficiency of comprehensive musicianship and interpretive skills in the arts, which allows them to explore manipulation of musical structures to represent a personal and creative form of artistic communication. As students become more musically sophisticated, they establish and document reciprocal relationships among music and other disciplines of study. They learn to transfer their music knowledge and innovative skills as a means of discovering the significant contributions of music and the arts, in general, to positive social development and global economic success in the 21st Century.

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- 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.

**Special Note:** This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE’s and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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<td>Subject: Music Education</td>
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<td>Subject</td>
<td>SubSubject: General</td>
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<td>MUSIC-INTERM 3</td>
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<td>Course Length</td>
<td>Year (Y)</td>
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**Educator Certifications**

Music Education (Elementary Grades 1-6)
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<tr>
<th>Name</th>
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<td>MU.68.C.1.1:</td>
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<td><strong>Clarifications:</strong></td>
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<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</td>
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<tr>
<td>MU.68.C.2.3:</td>
<td>Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<tr>
<td>MU.68.C.3.1:</td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., major and minor tonalities, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.68.F.1.1:</td>
<td>Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
</tr>
<tr>
<td>MU.68.F.2.1:</td>
<td>Describe several routes a composition or performance could travel from creator to consumer.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., from harpsichord to piano; from phonograph to CD</td>
</tr>
<tr>
<td>MU.68.H.2.2:</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
</tr>
<tr>
<td>MU.68.H.3.1:</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<tr>
<td>MU.68.H.3.2:</td>
<td>Discuss how the absence of music would affect other content areas and contexts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
</tr>
<tr>
<td>MU.68.O.2.2:</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., scales; key signatures, relative major/minor; parallel major/minor</td>
</tr>
<tr>
<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.68.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., blues, rock</td>
</tr>
<tr>
<td>MU.68.S.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., melodies using traditional classroom instruments and/or voice</td>
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<tr>
<td>MU.68.S.1.6:</td>
<td>Demonstrate a melody, with or without lyrics, over a standard harmonic progression.</td>
</tr>
<tr>
<td>MU.68.S.1.8:</td>
<td>Demonstrate specified mixing and editing techniques using selected software and hardware.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.S.2.3:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
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<tr>
<td>MU.68.S.3.4:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., error detection, interval reinforcement</td>
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<td>MU.68.S.3.5:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
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<td>MU.68.S.4.1:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.S.4.2:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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</table>

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
**General Course Information and Notes**

**VERSION DESCRIPTION**

Students discover how music works with an exploratory introduction to the compositional process, and develop fluency in music notation and rhythmic skills, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

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GENERAL INFORMATION

Course Number: 1300000
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
General Music >
Abbreviated Title: MJ MUS THEORY 1
Course Length: Year (Y)
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6, 7, 8

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## Course Standards

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<td>MU.68.C.3.1:</td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
</tr>
<tr>
<td>MU.68.F.1.1:</td>
<td>Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. <strong>Clarifications:</strong> Describe several routes a composition or performance could travel from creator to consumer. <strong>Clarifications:</strong> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
</tr>
<tr>
<td>MU.68.F.2.1:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. <strong>Clarifications:</strong> Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. <strong>Clarifications:</strong> e.g., idea, development, editing, selling, revising, testing, presenting</td>
</tr>
<tr>
<td>MU.68.F.3.2:</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced. <strong>Clarifications:</strong> Identify the literature being studied by genre, style, and/or time period. <strong>Clarifications:</strong> e.g., from harpsichord to piano; from phonograph to CD</td>
</tr>
<tr>
<td>MU.68.H.2.2:</td>
<td>Classify the literature being studied by genre, style, and/or time period. <strong>Clarifications:</strong> Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. <strong>Clarifications:</strong> Discuss how the absence of music would affect other content areas and contexts. <strong>Clarifications:</strong> e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
</tr>
<tr>
<td>MU.68.H.2.3:</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition. <strong>Clarifications:</strong> e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
</tr>
<tr>
<td>MU.68.O.2.2:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <strong>Clarifications:</strong> Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <strong>Clarifications:</strong> e.g., blues, rock</td>
</tr>
<tr>
<td>MU.68.O.3.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <strong>Clarifications:</strong> e.g., from harpsichord to piano; from phonograph to CD</td>
</tr>
</tbody>
</table>
| MU.68.S.1.1: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. **Clarifications:** Sing or play melodies by ear with support from the teacher and/or peers. **Clarifications:** Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. **Clarifications:** Mathematicians who participate in effortful learning both individually and with others:  
  - Analyze the problem in a way that makes sense given the task.  
  - Ask questions that will help with solving the task.  
  - Build perseverance by modifying methods as needed while solving a challenging task.  
  - Stay engaged and maintain a positive mindset when working to solve tasks.  
  - Help and support each other when attempting a new method or approach. |
| MU.68.S.1.3: | Sight-read standard exercises and simple repertoire. **Clarifications:** e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
| MU.68.S.3.3: | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. **Clarifications:** e.g., error detection, interval reinforcement |

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.
| MA.K12.MTR.1.1: | Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| --- | --- |
| **Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose. |
| **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.2.1: | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations. |
| **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.3.1: | Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence. |
| **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers. |
| MA.K12.MTR.4.1: | Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts.  
- Relate previously learned concepts to new concepts.  
- Look for similarities among problems.  
- Connect solutions of problems to more complicated large-scale situations. |
| **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.  
- Support students to develop generalizations based on the similarities found among problems.  
- Provide opportunities for students to create plans and procedures to solve problems.  
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. |
| MA.K12.MTR.5.1: | Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:  
- Estimate to discover possible solutions.  
- Use benchmark quantities to determine if a solution makes sense.  
- Check calculations when solving problems.  
- Verify possible solutions by explaining the methods used. |
<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
<th>• Evaluate results based on the given context.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
</tr>
<tr>
<td></td>
<td>• Have students estimate or predict solutions prior to solving.</td>
</tr>
<tr>
<td></td>
<td>• Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
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<td></td>
<td>• Reinforce that students check their work as they progress within and after a task.</td>
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<tr>
<td></td>
<td>• Strengthen students’ ability to verify solutions through justifications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
<th>Apply mathematics to real-world contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td></td>
<td>• Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td></td>
<td>• Use models and methods to understand, represent and solve problems.</td>
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<tr>
<td></td>
<td>• Perform investigations to gather data or determine if a method is appropriate.</td>
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<tr>
<td></td>
<td>• Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
<th>Cite evidence to explain and justify reasoning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td></td>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.</td>
</tr>
<tr>
<td></td>
<td>3-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td></td>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
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<tr>
<td></td>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.3.1:</th>
<th>Make inferences to support comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten, students learn to listen to one another respectfully.</td>
</tr>
<tr>
<td></td>
<td>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.</td>
</tr>
<tr>
<td></td>
<td>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

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<tr>
<th>DA.68.S.2.1:</th>
<th>Sustain focused attention, respect, and discipline during classes and performances.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
</tbody>
</table>

General Course Information and Notes

**VERSION DESCRIPTION**

Students discover how music works with an exploratory introduction to the compositional process, and develop fluency in music notation and rhythmic skills, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may
serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1300000
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
General Music >
Abbreviated Title: M/J MUS THEORY 1
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6,7,8

Educator Certifications

| Vocal Music (Elementary and Secondary Grades K-12) |
| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12) |
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.68.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <strong>Clarifications:</strong> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.68.C.1.3:</td>
<td>Identify, aurally, instrumental styles and a variety of instrumental ensembles. <strong>Clarifications:</strong> e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles</td>
</tr>
<tr>
<td>MU.68.C.1.4:</td>
<td>Identify, aurally, a variety of vocal styles and ensembles. <strong>Clarifications:</strong> e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs</td>
</tr>
<tr>
<td>MU.68.C.2.3:</td>
<td>Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.</td>
</tr>
<tr>
<td>MU.68.C.3.1:</td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
</tr>
<tr>
<td>MU.68.F.1.1:</td>
<td>Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. <strong>Clarifications:</strong> Create an original composition that reflects various performances that use &quot;traditional&quot; and contemporary technologies. <strong>Clarifications:</strong> e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software</td>
</tr>
<tr>
<td>MU.68.F.1.2:</td>
<td>Describe several routes a composition or performance could travel from creator to consumer. <strong>Clarifications:</strong> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
</tr>
<tr>
<td>MU.68.F.2.1:</td>
<td>Describe how concert attendance can financially impact a community. <strong>Clarifications:</strong> e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</td>
</tr>
<tr>
<td>MU.68.F.2.2:</td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking. <strong>Clarifications:</strong> e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
</tr>
<tr>
<td>MU.68.F.3.1:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. <strong>Clarifications:</strong> Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. <strong>Clarifications:</strong> e.g., idea, development, editing, selling, revising, testing, presenting</td>
</tr>
<tr>
<td>MU.68.H.1.5:</td>
<td>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</td>
</tr>
<tr>
<td>MU.68.H.2.1:</td>
<td>Describe the influence of historical events and periods on music composition and performance. <strong>Clarifications:</strong> Analyze how technology has changed the way music is created, performed, acquired, and experienced. <strong>Clarifications:</strong> e.g., from harpsichord to piano; from phonograph to CD</td>
</tr>
<tr>
<td>MU.68.H.2.2:</td>
<td>Classify the literature being studied by genre, style, and/or time period. <strong>Clarifications:</strong> e.g., from harpsichord to piano; from phonograph to CD</td>
</tr>
<tr>
<td>MU.68.H.2.3:</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. <strong>Clarifications:</strong> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
</tr>
<tr>
<td>MU.68.O.1.1:</td>
<td>Compare performances of a musical work to identify artistic choices made by performers. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
</tr>
<tr>
<td>MU.68.O.2.1:</td>
<td>Create a composition, manipulating musical elements and exploring the effects of those manipulations. <strong>Clarifications:</strong> e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</td>
</tr>
<tr>
<td>MU.68.O.2.2:</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition. <strong>Clarifications:</strong> e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
</tr>
<tr>
<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td>Performance of a Musical Work</td>
</tr>
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</tr>
<tr>
<td>MU.68.O.3.2:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
</tr>
<tr>
<td>MU.68.S.3.5:</td>
<td>Clarifications: e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar</td>
</tr>
<tr>
<td>MU.68.S.3.4:</td>
<td>Clarifications: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
</tr>
<tr>
<td>MU.68.S.3.3:</td>
<td>Clarifications: e.g., error detection, interval reinforcement</td>
</tr>
<tr>
<td>MU.68.S.3.2:</td>
<td>Clarifications: e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</td>
</tr>
<tr>
<td>MU.68.S.3.1:</td>
<td>Clarifications: e.g., melodies using traditional classroom instruments and/or voice</td>
</tr>
<tr>
<td>MU.68.S.1.5:</td>
<td>Perform melodies with chord progressions.</td>
</tr>
<tr>
<td>MU.68.S.1.4:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
</tr>
<tr>
<td>MU.68.S.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
</tr>
<tr>
<td>MU.68.S.1.2:</td>
<td>Compose a short musical piece.</td>
</tr>
<tr>
<td>MU.68.S.1.1:</td>
<td>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
</tr>
<tr>
<td>LAFS.68.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
</tr>
<tr>
<td>LAFS.68.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>LAFS.7.SL.1.1:</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>LAFS.7.SL.1.2:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.7.SL.1.3:</td>
<td>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
</tr>
<tr>
<td>LAFS.7.SL.2.4:</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1:</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1:</td>
<td>Attend to precision.</td>
</tr>
<tr>
<td>MAFS.K12.MP.7.1:</td>
<td>Look for and make use of structure.</td>
</tr>
<tr>
<td>OA.68.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during classes and performances.</td>
</tr>
<tr>
<td>ELD.K12.ELL.S1.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
</tbody>
</table>
GENERAL COURSE INFORMATION AND NOTES

VERSION DESCRIPTION

Students with prior music theory experience expand their understanding of the technical and structural elements of music. Intermediate-level music theorists develop the aural skills needed for a variety of musical styles and processes, including composition, improvisation, performance, and consumerism. Class work focuses on creativity and strengthening analytical abilities. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1300010
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: General Music>
Abbreviated Title: M/J MUS THEORY 2
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 6, 7, 8

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
### Course Standards

<table>
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<th>Name</th>
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</table>
| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.1.3: | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  
**Clarifications:**  
e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles |
| MU.68.C.1.4: | Identify, aurally, a variety of vocal styles and ensembles.  
**Clarifications:**  
e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs |
| MU.68.C.2.3: | Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers. |
| MU.68.C.3.1: | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
| MU.68.F.1.1: | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.  
**Clarifications:**  
e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software |
| MU.68.F.1.2: | Describe several routes a composition or performance could travel from creator to consumer.  
**Clarifications:**  
e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales |
| MU.68.F.2.1: | Describe how concert attendance can financially impact a community.  
**Clarifications:**  
e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants |
| MU.68.F.3.1: | Describe how studying music can enhance citizenship, leadership, and global thinking.  
**Clarifications:**  
e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. |
| MU.68.H.1.5: | Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre. |
| MU.68.H.2.1: | Describe the influence of historical events and periods on music composition and performance. |
| MU.68.H.2.2: | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  
**Clarifications:**  
e.g., from harpsichord to piano; from phonograph to CD |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.O.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.2.1: | Create a composition, manipulating musical elements and exploring the effects of those manipulations.  
**Clarifications:**  
e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality |
| MU.68.O.2.2: | Demonstrate knowledge of major and minor tonalities through performance and composition.  
**Clarifications:**  
e.g., scales; key signatures; relative major/minor; parallel major/minor |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
**MU.68.O.3.2:** Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.

**Clarifications:**
- Compose a short musical piece.
- e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice

**MU.68.S.1.2:** Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

**Clarifications:**
- Sing or play melodies by ear with support from the teacher and/or peers.
- e.g., melodies using traditional classroom instruments and/or voice

**MU.68.S.1.3:** Sing or play melodies with chord progressions.

**Clarifications:**
- Perform melodies with chord progressions.
- e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar

**MU.68.S.1.4:** Demonstrate a melody, with or without lyrics, over a standard harmonic progression.

**Clarifications:**
- Sing or play melodies by ear with support from the teacher and/or peers.
- e.g., melodies using traditional classroom instruments and/or voice

**Clarifications:**
- Sight-read standard exercises and simple repertoire.
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

**MU.68.S.1.5:** Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

**Clarifications:**
- Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
- e.g., error detection, interval reinforcement

**MA.K12.MTR.1.1:** Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:** Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:** Mathematicians who complete tasks with mathematical fluency:

- Complete tasks with mathematical fluency.
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:** Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Engage in discussions that reflect on the mathematical thinking of self and others.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
### MA.K12.MTR.4.1:
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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<thead>
<tr>
<th>Use patterns and structure to help understand and connect mathematical concepts.</th>
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<tbody>
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<td>Mathematics who use patterns and structure to help understand and connect mathematical concepts:</td>
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<tr>
<td>- Focus on relevant details within a problem.</td>
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<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
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<tr>
<td>- Decompose a complex problem into manageable parts.</td>
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<td>- Relate previously learned concepts to new concepts.</td>
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<tr>
<td>- Look for similarities among problems.</td>
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<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
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**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.5.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.6.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use methods and models to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.68.S.2.1: Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**

**Version Description**

Students with prior music theory experience expand their understanding of the technical and structural elements of music. Intermediate-level music theorists develop the aural skills needed for a variety of musical styles and processes, including composition, improvisation, performance, and consumerism. Class work focuses on creativity and strengthening analytical abilities. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**General Notes**

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**General Information**

**Course Number:** 1300010

**Course Path:** Section: Grades PreK to 12 Education

**Courses:**
- Grade Group: Grades 6 to 8 Education
- Subject: Music Education

**Abbreviated Title:** M/J MUS THEORY 2

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6, 7, 8
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<td><strong>MU.68.F.3.2:</strong></td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td><strong>MU.68.H.2.3:</strong></td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td><strong>Clariifications:</strong></td>
<td>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
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<td><strong>MU.68.H.3.2:</strong></td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition.</td>
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<td><strong>MU.68.O.2.2:</strong></td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td><strong>MU.68.O.3.1:</strong></td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td><strong>Clariifications:</strong></td>
<td>e.g., blues, rock</td>
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<td><strong>MU.68.S.1.3:</strong></td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td><strong>MU.68.S.1.4:</strong></td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td><strong>Clariifications:</strong></td>
<td>e.g., melodies using traditional classroom instruments and/or voice</td>
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<td><strong>MU.68.S.1.6:</strong></td>
<td>Compose a melody, with or without lyrics, over a standard harmonic progression.</td>
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<td><strong>MU.68.S.3.3:</strong></td>
<td>Sight-read standard exercises and simple repertoire.</td>
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<td><strong>MU.68.S.3.4:</strong></td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
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<td><strong>Clariifications:</strong></td>
<td>e.g., error detection, interval reinforcement</td>
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<td><strong>MU.68.S.3.5:</strong></td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
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<td><strong>Clariifications:</strong></td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
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<td><strong>LAFT.SL.1.1:</strong></td>
<td>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
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<td><strong>Clariifications:</strong></td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<td><strong>LAFT.SL.2.4:</strong></td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</td>
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<td><strong>LAFT.WHST.3.9:</strong></td>
<td>Draw evidence from informational texts to support analysis reflection, and research.</td>
</tr>
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<td><strong>Use appropriate tools strategically.</strong></td>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.</td>
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<tr>
<td><strong>MAFT.K12.MP.5.1:</strong></td>
<td>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use...</td>
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Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 × 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Sustain focused attention, respect, and discipline during classes and performances.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

In this introductory theory course, students develop fluency in reading and writing music, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

**GENERAL INFORMATION**

**Course Number:** 1300025

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Length:** Semester (5)

**Grade Level(s):** 6, 7, 8

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: General Music

**Abbreviated Title:** M/J BASIC MUS THEORY

**Course Level:** 2

**Educator Certifications**

- Instrumental Music (Secondary Grades 7-12)
- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
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| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period.  
**Clarifications:**  
e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| MU.68.H.3.2: | Discuss how the absence of music would affect other content areas and contexts.  
**Clarifications:**  
e.g., the absence of music would affect other content areas and contexts. |
| MU.68.O.2.2: | Demonstrate knowledge of major and minor tonalities through performance and composition.  
**Clarifications:**  
e.g., scales; key signatures; relative major/minor; parallel major/minor |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.S.1.1: | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  
**Clarifications:**  
e.g., blues, rock |
| MU.68.S.1.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. |
| MU.68.S.1.4: | Sing or play melodies by ear with support from the teacher and/or peers.  
**Clarifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.1.6: | Compose a melody, with or without lyrics, over a standard harmonic progression.  
**Clarifications:**  
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
| MU.68.S.3.3: | Sight-read standard exercises and simple repertoire.  
**Clarifications:**  
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
| MA.K12.MTR.1.1: | Demonstrate understanding by representing problems in multiple ways.  
**Mathematicians who participate in effortful learning both individually and with others:**  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Teachers who encourage students to participate actively in effortful learning both individually and with others:**  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways.  
**Mathematicians who demonstrate understanding by representing problems in multiple ways:**  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:**  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts. |
Guide students from concrete to pictorial to abstract representations as understanding progresses.

Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

GO.68.5.2.1:
Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

In this introductory theory course, students develop fluency in reading and writing music, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

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GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
**Educator Certifications**

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<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works. &lt;br&gt; <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
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<td>MU.68.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. &lt;br&gt; <strong>Clarifications:</strong> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
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<td>MU.68.C.1.3:</td>
<td>Identify, aurally, instrumental styles and a variety of instrumental ensembles. &lt;br&gt; <strong>Clarifications:</strong> e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles</td>
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<td>Identify, aurally, a variety of vocal styles and ensembles. &lt;br&gt; <strong>Clarifications:</strong> e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs</td>
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<td>MU.68.C.3.1:</td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
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Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Sustain focused attention, respect, and discipline during classes and performances.

English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**GENERAL NOTES**

Students engage in an exploratory study of music through the examination of significant composers and their compositions across selected musical eras and/or genres. Students will also learn about modern and historical instruments, and gain a rudimentary understanding of the elements of music in order to develop strategies for listening to and appreciating musical works. Students may be expected to attend one or more performances outside of the school day to support and extend learning in the classroom.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:


**GENERAL INFORMATION**

**Course Number:** 1300030

**Course Path:**

- **Section:** Grades PreK to 12 Education
- **Courses:** Grades 6 to 8 Education
- **Subject:** Music Education
  - **SubSubject:** General Music

**Abbreviated Title:** M/J UNDERSTAND MUSIC

**Course Length:** Semester (S)

**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

**Educator Certifications**

- Instrumental Music (Secondary Grades 7-12)
- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

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<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
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<td><strong>Clariifications:</strong></td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking.</td>
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<td><strong>Clariifications:</strong></td>
<td>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
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<td>MU.68.F.3.2:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>MU.68.H.1.1:</td>
<td>Describe the functions of music from various cultures and time periods.</td>
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<td>MU.68.H.1.2:</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
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<td>MU.68.H.1.5:</td>
<td>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</td>
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<td>Describe the influence of historical events and periods on music composition and performance.</td>
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<td>e.g., from harpsichord to piano; from phonograph to CD</td>
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<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style and or/ time period.</td>
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<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
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<td><strong>Clariifications:</strong></td>
<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<td>MU.68.H.3.3:</td>
<td>Discuss how the absence of music would affect other content areas and contexts.</td>
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<td>MU.68.O.1.1:</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
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<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood and or/image.</td>
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Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clariifications:**
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  - Cultivate a community of growth mindset learners.
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MA.K12.MTR.2.1: Express connections between concepts and representations.
Choose a representation based on the given context or purpose.

**Clariﬁcations:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
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Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
### MA.K12.MTR.7.1:
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

#### Clarifications:
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
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#### ELA.K12.EE.5.1:
- Use appropriate voice and tone when speaking or writing.

#### ELA.K12.EE.6.1:
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Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
General Course Information and Notes

GENERAL NOTES

Students with little or no vocal or instrumental experience develop basic foundational skills and knowledge, including music theory, technique, musicianship and ensemble skills. Students also explore different genres of music and learn about the benefits of music study. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

GENERAL INFORMATION

Course Number: 1300080

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
General Music

Abbreviated Title: M/J EXPL MUS PERF
Course Length: Semester (5)
Course Level: 2

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 6, 7, 8

Educator Certifications

Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
<table>
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<tr>
<th>Course Standards</th>
<th>Description</th>
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<td><strong>MU.68.C.1.1:</strong></td>
<td>Develop strategies for listening to unfamiliar musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td><strong>MU.68.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td><strong>MU.68.C.2.1:</strong></td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., intonation, balance, blend, phrasing, rhythm</td>
</tr>
<tr>
<td><strong>MU.68.C.2.2:</strong></td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
</tr>
<tr>
<td><strong>MU.68.F.3.1:</strong></td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
</tr>
<tr>
<td><strong>MU.68.F.3.2:</strong></td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
</tr>
<tr>
<td><strong>MU.68.H.2.1:</strong></td>
<td>Describe the influence of historical events and periods on music composition and performance.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
</tr>
<tr>
<td><strong>MU.68.H.3.1:</strong></td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
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<tr>
<td><strong>MU.68.H.3.2:</strong></td>
<td>Discuss how the absence of music would affect other content areas and contexts.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.68.O.3.2:</strong></td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td><strong>MU.68.S.3.1:</strong></td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td><strong>MU.68.S.3.2:</strong></td>
<td>Demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MA.K12.MTR.1.1:</strong></td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td>- Analyze the problem in a way that makes sense given the task.</td>
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<td>- Ask questions that will help with solving the task.</td>
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<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>- Help and support each other when attempting a new method or approach.</td>
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<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td>- Cultivate a community of growth mindset learners.</td>
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<td>- Develop students' ability to analyze and problem solve.</td>
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<td>- Recognize students' effort when solving challenging problems.</td>
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<td><strong>MA.K12.MTR.2.1:</strong></td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
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<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
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<td>- Build understanding through modeling and using manipulatives.</td>
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<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>- Express connections between concepts and representations.</td>
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<td>- Choose a representation based on the given context or purpose.</td>
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- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
Cite evidence to explain and justify reasoning.

**Clarifications:**
- K-3 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
- In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:** Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:** Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. “ The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.68.5.2.1:** Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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**GENERAL COURSE INFORMATION AND NOTES**

**GENERAL NOTES**

Students with little or no vocal or instrumental experience develop basic foundational skills and knowledge, including music theory, technique, musicianship and ensemble skills. Students also explore different genres of music and learn about the benefits of music study. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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**GENERAL INFORMATION**
Educator Certifications

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</table>
M/J Music Transfer (#1300220) 2015 - 2022 (current)

Course Standards

<table>
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<tr>
<th>Name</th>
<th>Description</th>
</tr>
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<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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</table>

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 1300220
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Music Technology
Abbreviated Title: M/J MUS TRAN
Course Length: Not Applicable
Grade Level(s): 6, 7, 8
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |

| MA.K12.MTR.2.1: | Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |

| MA.K12.MTR.3.1: | Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

| MA.K12.MTR.4.1: | Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers.  
- Use patterns and structure to help understand and connect mathematical concepts.  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts.  
- Relate previously learned concepts to new concepts. |
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate.
• Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
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9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
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Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.
General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

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GENERAL INFORMATION

Course Number: 1300220
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
Music Technology >
Abbreviated Title: M/J MUS TRAN
Course Length: Not Applicable
Course Type: Transfer Course
Course Status: State Board Approved
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<td>Clarifications:</td>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
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<td>LAFS.6.SL.1.2:</td>
<td>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
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<td>LAFS.6.SL.1.3:</td>
<td>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<td>LAFS.6.SL.2.4:</td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<td>LAFS.68.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
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Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7, in preparation for learning about the distributive property. In the expression x² – y², older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with little or no prior experience develop fundamental piano techniques, learn to read music, apply basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists explore musical creativity in the form of basic arranging and improvisation, and develop analytical listening and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301030
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J KEYBD 1
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 6, 7, 8
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| MU.68.S.3.5: | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. **Clarifications:**  
Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. |
| MA.K12.MTR.1.1: | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. **Clarifications:**  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives. |

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Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives. |
Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

Progress from modeling problems with objects and drawings to using algorithms and equations.

Express connections between concepts and representations.

Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Help students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
General Course Information and Notes

VERSION DESCRIPTION

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GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally
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**Abbreviated Title:** M/J KEYBD 1

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**Course Level:** 2

**Course Status:** State Board Approved

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<td>Identify, aurally, instrumental styles and a variety of instrumental ensembles.</td>
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<td>Demonstrate knowledge of major and minor tonalities through performance and composition.</td>
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<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>Compose a melody, with or without lyrics, over a standard harmonic progression.</td>
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Demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Sight-read standard exercises and simple repertoire.

**Clarifications:**
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

**Clarifications:**
- e.g., error detection, interval reinforcement

Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

**Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.**

**MAFS.K12.MP.7.1:**
- Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**MAFS.K12.MP.6.1:**
- Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.7.1:**
- Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**DA.68.S.2.1:**
- Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.S.1:**
- English language learners communicate for social and instructional purposes within the school setting.

**GENERAL COURSE INFORMATION AND NOTES**

Students build on prior piano experience to develop intermediate piano techniques and skills, and learn music repertoire from various styles and time periods. They explore musical creativity through improvisation and composition, and cultivate analytical listening and critical thinking skills associated with making informed musical decisions.
Intermediate-level pianists also learn about the basic tools of music technology through such components as MIDI keyboards. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301040
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J KEYBD 2
Course Length: Year (Y)
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6, 7, 8

Educator Certifications

| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
| Vocal Music (Elementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12) |
## Course Standards

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<td>MU.68.C.2.1:</td>
<td><strong>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</strong></td>
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<td><strong>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</strong></td>
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<td><strong>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</strong></td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.H.1.2:</td>
<td><strong>Identify the works of representative composers within a specific style or time period.</strong></td>
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<td><strong>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</strong></td>
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<td><strong>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</strong></td>
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<td><strong>Classify the literature being studied by genre, style, and/or time period.</strong></td>
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<td><strong>Discuss how the absence of music would affect other content areas and contexts.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
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<td>MU.68.H.3.2:</td>
<td><strong>Compare performances of a musical work to identify artistic choices made by performers.</strong></td>
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<td>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<td>MU.68.O.1.1:</td>
<td><strong>Demonstrate knowledge of major and minor tonalities through performance and composition.</strong></td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.O.2.2:</td>
<td><strong>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</strong></td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</strong></td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.O.3.2:</td>
<td><strong>Sing or play melodies by ear with support from the teacher and/or peers.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., techniques, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td>MU.68.O.3.3:</td>
<td><strong>Compose a melody, with or without lyrics, over a standard harmonic progression.</strong></td>
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<td>MU.68.O.3.4:</td>
<td><strong>Transfer performance techniques from familiar to unfamiliar pieces.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
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**MU.68.S.3.2:** Demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MU.68.S.3.3:** Sight-read standard exercises and simple repertoire.

**Clarifications:**
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

**MU.68.S.3.4:** Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

**Clarifications:**
- e.g., error detection, interval reinforcement

**MU.68.S.3.5:** Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:** Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:** Complete tasks with mathematical fluency.

**Mathematicians who complete tasks with mathematical fluency:**

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.3.1:** Engage in discussions that reflect on the mathematical thinking of self and others.

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.4.1:** Use patterns and structure to help understand and connect mathematical concepts.

**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
### MA.K12.MTR.5.1:
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Use models and methods to represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ___ because ___." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to...
do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.68.S.2.1:
Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students build on prior piano experience to develop intermediate piano techniques and skills, and learn music repertoire from various styles and time periods. They explore musical creativity through improvisation and composition, and cultivate analytical listening and critical thinking skills associated with making informed musical decisions. Intermediate-level pianists also learn about the basic tools of music technology through such components as MIDI keyboards. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

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Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J KEYBD 2
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6,7,8

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Instrumental Music (Elementary and Secondary Grades K-12)
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<td>Describe several routes a composition or performance could travel from creator to consumer.</td>
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<td>MU.68.O.1.1</td>
<td>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</td>
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<td>MU.68.O.2.1</td>
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Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.

Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

Compose a short musical piece.

Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

Sing or play melodies by ear with support from the teacher and/or peers.

Transfer performance techniques from familiar to unfamiliar pieces.

Demonstrate proper vocal or instrumental technique.

Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.7.1:**
Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**

**DA.68.S.2.1:** Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with significant knowledge of piano technique, music literacy, and related musical knowledge extend their skills through a variety of solo and ensemble literature. Students explore the influence of the piano on performance and composition through history, and develop the skills needed to assess their own and others' piano performances. Advanced middle school pianists investigate familiar, new, and emerging music technology and its connection to keyboards and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

**Course Number:** 1301050

**Course Path:** Section: Grades PreK to 12 Education

- Courses > Grade Group: Grades 6 to 8 Education
- Courses > Subject: Music Education > SubSubject: Instrumental Music
- Abbreviated Title: M/J KEYBD 3
- Course Length: Year (Y)
- Course Level: 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

---

**Educator Certifications**

- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
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<td>MU.68.C.1.2</td>
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<td>MU.68.C.1.3</td>
<td>Identify, aurally, instrumental styles and a variety of instrumental ensembles. <strong>Clarifications:</strong> e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles</td>
</tr>
<tr>
<td>MU.68.C.1.4</td>
<td>Identify, aurally, a variety of vocal styles and ensembles. <strong>Clarifications:</strong> e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs</td>
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<tr>
<td>MU.68.C.2.1</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <strong>Clarifications:</strong> e.g., intonation, balance, blend, phrasing, rhythm</td>
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<tr>
<td>MU.68.C.2.2</td>
<td>Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. <strong>Clarifications:</strong> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
</tr>
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<td>MU.68.C.2.3</td>
<td>Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.</td>
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<td>MU.68.F.1.1</td>
<td>Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. <strong>Clarifications:</strong> e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software</td>
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<td>MU.68.F.1.2</td>
<td>Create an original composition that reflects various performances that use &quot;traditional&quot; and contemporary technologies.</td>
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<td>MU.68.F.1.3</td>
<td>Describe several routes a composition or performance could travel from creator to consumer. <strong>Clarifications:</strong> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
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<td>MU.68.F.2.1</td>
<td>Describe how concert attendance can financially impact a community. <strong>Clarifications:</strong> e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</td>
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<td>MU.68.F.2.2</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. <strong>Clarifications:</strong> e.g., idea, development, editing, selling, revising, testing, presenting</td>
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<td>MU.68.F.2.3</td>
<td>Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.</td>
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<td>MU.68.H.1.2</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
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<td>MU.68.H.1.3</td>
<td>Describe how American music has been influenced by other cultures.</td>
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<td>MU.68.H.1.4</td>
<td>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</td>
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<td>MU.68.H.2.1</td>
<td>Describe the influence of historical events and periods on music composition and performance.</td>
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<tr>
<td>MU.68.H.2.2</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced. <strong>Clarifications:</strong> e.g., from harpsichord to piano; from phonograph to CD</td>
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<td>MU.68.H.2.3</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td>MU.68.H.3.1</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. <strong>Clarifications:</strong> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<td>MU.68.O.1.1</td>
<td>Compare performances of a musical work to identify artistic choices made by performers. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
</tr>
<tr>
<td>MU.68.O.2.1</td>
<td>Create a composition, manipulating musical elements and exploring the effects of those manipulations. <strong>Clarifications:</strong> e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</td>
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| MU.68.O.2.2 | Demonstrate knowledge of major and minor tonalities through performance and composition. **Clarifications:**
e.g., scales; key signatures; relative major/minor; parallel major/minor

**MU.68.O.3.1:** Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

**Clarifications:**
- e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration

**MU.68.O.3.2:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.O.3.3:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.S.1.1:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.S.1.2:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.S.1.3:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.S.1.4:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.S.1.5:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.S.1.6:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.S.2.1:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.S.2.2:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

**MU.68.S.3.1:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

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**MU.68.S.3.6:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must have instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.68.S.2.1: Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

**Version Information and Notes**

**Version Description**
Students with significant knowledge of piano technique, music literacy, and related musical knowledge extend their skills through a variety of solo and ensemble literature. Students explore the influence of the piano on performance and composition through history, and develop the skills needed to assess their own and others' piano performances. Advanced middle school pianists investigate familiar, new, and emerging music technology and its connection to keyboards and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**General Notes**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida’s B.E.S.T.: ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
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<td>Perform melodies with chord progressions.</td>
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<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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<td>Sing and/or play age-appropriate repertoire expressively.</td>
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<td>Demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td><strong>MU.68.S.3.2:</strong></td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
</tr>
<tr>
<td><strong>Standard Related to Course: Supporting</strong></td>
<td><strong>LAFS.6.SL.1.1:</strong> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
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<td><strong>LAFS.6.SL.1.2:</strong></td>
<td>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<tr>
<td><strong>LAFS.6.SL.1.3:</strong></td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td><strong>LAFS.6.SL.1.4:</strong></td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
</tr>
<tr>
<td><strong>LAFS.68.RST.2.4:</strong></td>
<td>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
</tr>
</tbody>
</table>

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – (3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 1301060

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music

**Abbreviated Title:** M/J GUITAR 1

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8
## Educator Certifications

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal Music</td>
<td>(Elementary and Secondary Grades K-12)</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>(Secondary Grades 7-12)</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>(Elementary and Secondary Grades K-12)</td>
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<tr>
<td>Music</td>
<td>(Elementary and Secondary Grades K-12)</td>
</tr>
</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<td>MU.68.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., intonation, balance, blend, phrasing, rhythm</td>
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<td>MU.68.C.2.2:</td>
<td>Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<tr>
<td>MU.68.F.2.2:</td>
<td>Describe how concert attendance can financially impact a community.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</td>
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<tr>
<td>MU.68.F.3.2:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>MU.68.H.1.3:</td>
<td>Describe how American music has been influenced by other cultures.</td>
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<td>MU.68.H.2.1:</td>
<td>Describe the influence of historical events and periods on music composition and performance.</td>
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<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.H.3.1:</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<td>MU.68.O.3.2:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td>MU.68.S.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.S.1.5:</td>
<td>Perform melodies with chord progressions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar</td>
</tr>
<tr>
<td>MU.68.S.2.2:</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.S.3.1:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td>MU.68.S.3.2:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
</tr>
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<td></td>
<td>• Ask questions that will help with solving the task.</td>
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<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
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<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>• Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td></td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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<tr>
<td></td>
<td>• Develop students' ability to analyze and problem solve.</td>
</tr>
<tr>
<td></td>
<td>• Recognize students' effort when solving challenging problems.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
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<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td></td>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td></td>
<td>• Express connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>
Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clariﬁcations:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proﬁciently.

**Clariﬁcations:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clariﬁcations:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clariﬁcations:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a speciﬁc format to create quality work.

**Clariﬁcations:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clariﬁcations:**
- Students must have instruction in how to effectively present information to do quality work.

Sustain focused attention, respect, and discipline during classes and performances.

**Clariﬁcations:**
- Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### GENERAL NOTES

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.
purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 1301060

**Course Path:**
- Section: Grades PreK to 12 Education
- Courses: Grades 6 to 8 Education
- Subject: Music Education
- SubSubject: Instrumental Music
- Abbreviated Title: M/J GUITAR 1
- Course Length: Year (Y)
- Course Level: 2

**Course Status:** State Board Approved

**Grade Level(s):** 6, 7, 8

**Educator Certifications**

- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
### Course Standards

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| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:**  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.C.3.1: | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
| MU.68.F.2.2: | Describe how concert attendance can financially impact a community.  
**Clarifications:**  
e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants |
| MU.68.F.3.1: | Describe how studying music can enhance citizenship, leadership, and global thinking.  
**Clarifications:**  
e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| MU.68.H.1.2: | Identify the works of representative composers within a specific style or time period.  
**Clarifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.1.4: | Classify authentic stylistic features in music originating from various cultures.  
**Clarifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.2.1: | Describe the influence of historical events and periods on music composition and performance. |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period.  
**Clarifications:**  
Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. |
| MU.68.H.3.1: | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clarifications:**  
e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.H.3.2: | Discuss how the absence of music would affect other content areas and contexts.  
**Clarifications:**  
e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| MU.68.O.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.3.2: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. |
| MU.68.S.1.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
**Clarifications:**  
Sing or play melodies by ear with support from the teacher and/or peers. |
| MU.68.S.1.4: | Perform melodies with chord progressions.  
**Clarifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.1.5: | Perform music from memory to demonstrate knowledge of the musical structure.  
**Clarifications:**  
e.g., basic themes, patterns, tonality, melody, harmony |
| MU.68.S.2.1: | Transfer performance techniques from familiar to unfamiliar pieces.  
**Clarifications:**  
Sing and/or play age-appropriate repertoire expressively. |
General Course Information and Notes

VERSION DESCRIPTION

Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-chord chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant
musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 1301070
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J GUITAR 2
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 6, 7, 8
Course Status: Course Approved

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
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<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.</td>
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<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
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<td>MU.68.C.2.1</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td>MU.68.C.2.2</td>
<td>Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.</td>
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<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
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<td>Describe how concert attendance can financially impact a community.</td>
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<td>Describe how studying music can enhance citizenship, leadership, and global thinking.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
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<tr>
<td>MU.68.F.3.2</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>MU.68.H.1.2</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
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<tr>
<td>MU.68.H.1.4</td>
<td>Classify authentic stylistic features in music originating from various cultures.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
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<td>MU.68.H.2.1</td>
<td>Describe the influence of historical events and periods on music composition and performance.</td>
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<tr>
<td>MU.68.H.2.3</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td><strong>Clarifications:</strong></td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
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<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<tr>
<td>MU.68.H.3.2</td>
<td>Discuss how the absence of music would affect other content areas and contexts.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
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<td>MU.68.O.1.1</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<td>MU.68.O.3.1</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<td>MU.68.O.3.2</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td>MU.68.S.1.3</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td><strong>Clarifications:</strong></td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>MU.68.S.1.4</td>
<td>Perform melodies with chord progressions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., melodies using traditional classroom instruments and/or voice</td>
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<tr>
<td>MU.68.S.1.5</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., basic themes, patterns, tonality, melody, harmony</td>
</tr>
<tr>
<td>MU.68.S.2.1</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
</tbody>
</table>
**MU.68.S.3.1:**
Clarifications:
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

**MU.68.S.3.2:**
Clarifications:
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MU.68.S.3.4:**
Clarifications:
e.g., error detection, interval reinforcement

**MU.68.S.3.6:**
Clarifications:
e.g., independently, collaboratively

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:**
Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

**MA.K12.MTR.2.1:**
Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**
Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**
Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate.
• Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**
**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Read and comprehend grade-level complex texts proficiently.**
**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**
**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**
**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the accepted rules governing a specific format to create quality work.**
**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they
must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

OA.68.S.2.1:
Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301070
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music >
Abbreviated Title: M/J GUITAR 2
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 6, 7, 8
Course Status: State Board Approved

Educator Certifications
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</td>
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<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
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<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
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<td>MU.68.F.2.1:</td>
<td>Describe several a composition or performance could travel from creator to consumer.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
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<td>Describe how concert attendance can financially impact a community.</td>
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<td>Identify the works of representative composers within a specific style or time period.</td>
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<td>MU.68.H.1.3:</td>
<td>Describe how American music has been influenced by other cultures.</td>
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<td>Describe the influence of historical events and periods on music composition and performance.</td>
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<td>MU.68.H.2.2:</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
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<td>MU.68.O.2.2:</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
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<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>e.g., melodies using traditional classroom instruments and/or voice</td>
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<td>Clarifications:</td>
<td>Compose a melody, with or without lyrics, over a standard harmonic progression.</td>
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<td>e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar</td>
<td></td>
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<td>Clarifications:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
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<td>Clarifications:</td>
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<td>Sing and/or play age-appropriate repertoire expressively.</td>
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<td>Clarifications:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
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<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td>Clarifications:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
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<td>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
<td></td>
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<td>Clarifications:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
</tr>
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<td>e.g., error detection, interval reinforcement</td>
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<tr>
<td>Clarifications:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
</tr>
<tr>
<td>e.g., independently, collaboratively</td>
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</tr>
<tr>
<td>Clarifications:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarifications:</th>
<th>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.68.RST.2.4:</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>a.</td>
<td>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td>b.</td>
<td>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td>c.</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
</tr>
<tr>
<td>d.</td>
<td>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
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<thead>
<tr>
<th>Clarifications:</th>
<th>Use appropriate tools strategically.</th>
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</thead>
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<tr>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.</td>
<td></td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Attend to precision.</td>
</tr>
<tr>
<td>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students use carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</td>
<td></td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Look for and make use of structure.</td>
</tr>
<tr>
<td>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later,</td>
<td></td>
</tr>
</tbody>
</table>
MAFS.K12.MP.7.1: students will see \( 7 \times 8 \) equals the well remembered \( 7 \times 5 + 7 \), in preparation for learning about the distributive property. In the expression \( x^2 + 9x + 14 \), older students can see the 14 as \( 2 \times 7 \) and the 9 as \( 2 + 7 \). They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see \( 5 - 3(x - y)^2 \) as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers \( x \) and \( y \).  

Standard Relation to Course: Supporting  

DA.68.S.2.1: Sustain focused attention, respect, and discipline during classes and performances.  

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous experience strengthen their guitar skills and knowledge, reviewing barre and power chords; adding strumming and finger-picking patterns; playing in 5th position; working with major scales; and building ensemble skills. Guitarists expand their tablature and standard-notation reading skills, add to their knowledge of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301080  
Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 6 to 8 Education  
Courses > Subject: Music Education > SubSubject: Instrumental Music >  
Abbreviated Title: M/J GUITAR 3  
Course Length: Year (Y)  
Course Level: 2

Course Status: Course Approved  
Grade Level(s): 6, 7, 8

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)  
Instrumental Music (Secondary Grades 7-12)  
Instrumental Music (Elementary and Secondary Grades K-12)  
Music (Elementary and Secondary Grades K-12)
## Course Standards

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| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:**  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.C.3.1: | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
| MU.68.F.2.1: | Describe several routes a composition or performance could travel from creator to consumer.  
**Clarifications:**  
e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales |
| MU.68.F.2.2: | Describe how concert attendance can financially impact a community.  
**Clarifications:**  
e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants |
| MU.68.F.3.1: | Describe how studying music can enhance citizenship, leadership, and global thinking.  
**Clarifications:**  
e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| MU.68.H.1.2: | Identify the works of representative composers within a specific style or time period. |
| MU.68.H.1.3: | Describe how American music has been influenced by other cultures.  
**Clarifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.2.1: | Describe the influence of historical events and periods on music composition and performance.  
**Clarifications:**  
e.g., from harpsichord to piano; from phonograph to CD |
| MU.68.H.2.2: | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  
**Clarifications:**  
e.g., from harpsichord to piano; from phonograph to CD |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.H.3.1: | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clarifications:**  
e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.H.3.2: | Discuss how the absence of music would affect other content areas and contexts.  
**Clarifications:**  
e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| MU.68.O.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.2.2: | Demonstrate knowledge of major and minor tonalities through performance and composition.  
**Clarifications:**  
e.g., scales; key signatures; relative major/minor; parallel major/minor |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.3.2: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. |
| MU.68.S.1.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
Sing or play melodies by ear with support from the teacher and/or peers. |
### MU.68.S.1.4: Clarifications:
- Perform melodies with chord progressions.

### MU.68.S.1.5: Clarifications:
- Perform music from memory to demonstrate knowledge of the musical structure.
- e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar

### MU.68.S.1.6: Perform a melodic phrase.
- e.g., melodic phrases, lyrical phrases

### MU.68.S.2.1: Perform music from memory to demonstrate knowledge of the musical structure.
- e.g., basic themes, patterns, tonality, melody, harmony

### MU.68.S.2.2: Transfer performance techniques from familiar to unfamiliar pieces.
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

### MU.68.S.3.1: Sing and/or play age-appropriate repertoire expressively.
- e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

### MU.68.S.3.2: Demonstrate proper vocal or instrumental technique.
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

### MA.K12.MTR.1.1: Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.2.1: Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

### MA.K12.MTR.3.1: Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### MA.K12.MTR.3.6: Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Engage in discussions that reflect on the mathematical thinking of self and others.
Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**MA.K12.MTR.4.1:**

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**MA.K12.MTR.5.1:**

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**MA.K12.MTR.6.1:**

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.
General Course Information and Notes

VERSION DESCRIPTION

Students with previous experience strengthen their guitar skills and knowledge, reviewing barre and power chords; adding strumming and finger-picking patterns; playing in 5th position; working with major scales; and building ensemble skills. Guitarists expand their tablature and standard-notation reading skills, add to their knowledge of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301080
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J GUITAR 3
Course Length: Year (Y)
Course Status: State Board Approved
Grade Level(s): 6, 7, 8
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<td>MU.68.H.1.1:</td>
<td>Describe the functions of music from various cultures and time periods.</td>
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<td>Identify the works of representative composers within a specific style or time period.</td>
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<td>MU.68.H.2.2:</td>
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<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<td>MU.68.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <strong>Clarifications:</strong> e.g., blues, rock</td>
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<td>MU.68.S.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td>MU.68.S.3.1:</td>
<td>Sing and/or play age-appropriate repertoire expressively. <strong>Clarifications:</strong> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td>MU.68.S.3.2:</td>
<td>Demonstrate proper vocal or instrumental technique. <strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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**LAFS.6.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Standard Relation to Course: Supporting**

**LAFS.6.SL.1.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**LAFS.6.SL.1.3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**LAFS.6.SL.2.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**LAFS.6.APR.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**LAFS.6.WHST.3.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.

**MAFS.K12.MP.5.1:**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to one another by the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**LAFS.6.SL.2.4:** Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**MAFS.K12.MP.7.1:**

**Sustain focused attention, respect, and discipline during classes and performances.**

**DA.68.S.2.1:** Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.S1.1:** English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
GENERAL INFORMATION

Course Number: 1301090
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
General Music
Abbreviated Title: M/J EXPL MUSIC 1
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved
Grade Level(s): 6,7,8

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**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| **MU.68.C.3.1:** | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
| **MU.68.F.2.2:** | Describe how concert attendance can financially impact a community.  
**Clarifications:**  
e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants |
| **MU.68.F.3.1:** | Describe how studying music can enhance citizenship, leadership, and global thinking.  
**Clarifications:**  
e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| **MU.68.H.1.1:** | Describe the functions of music from various cultures and time periods. |
| **MU.68.H.1.2:** | Identify the works of representative composers within a specific style or time period. |
| **MU.68.H.1.3:** | Describe how American music has been influenced by other cultures.  
**Clarifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| **MU.68.H.2.2:** | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  
**Clarifications:**  
e.g., from harpsichord to piano; from phonograph to CD |
| **MU.68.H.3.2:** | Discuss how the absence of music would affect other content areas and contexts.  
**Clarifications:**  
e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| **MU.68.O.1.1:** | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| **MU.68.O.3.1:** | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| **MU.68.S.1.1:** | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  
**Clarifications:**  
e.g., blues, rock |
| **MU.68.S.1.3:** | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. |
| **MU.68.S.3.1:** | Sing and/or play age-appropriate repertoire expressively.  
**Clarifications:**  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| **MU.68.S.3.2:** | Demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |

Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.
MA.K12.MTR.1.1:
Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:
Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
MA.K12.MTR.6.1:
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**
Cite evidence to explain and justify reasoning.

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text they refer to it.
- In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.68.5.2.1:**
Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.SI.1:**
English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian,
world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301090
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Music Education > SubSubject: General Music >Abbreviated Title: M/J EXPL MUSIC 1 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| MU.68.C.1.2 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.  
**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.1.3 | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  
**Clarifications:**  
e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles |
| MU.68.C.1.4 | Identify, aurally, a variety of vocal styles and ensembles.  
**Clarifications:**  
e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs |
| MU.68.C.2.2 | Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.C.3.1 | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
| MU.68.F.2.1 | Describe several routes a composition or performance could travel from creator to consumer.  
**Clarifications:**  
e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales |
| MU.68.F.3.1 | Describe how studying music can enhance citizenship, leadership, and global thinking.  
**Clarifications:**  
e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| MU.68.F.3.2 | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. |
| MU.68.H.1.1 | Describe the functions of music from various cultures and time periods. |
| MU.68.H.1.2 | Identify the works of representative composers within a specific style or time period. |
| MU.68.H.1.3 | Describe how American music has been influenced by other cultures.  
**Clarifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.2.1 | Describe the influence of historical events and periods on music composition and performance. |
| MU.68.H.2.3 | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.H.3.1 | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clarifications:**  
e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.O.1.1 | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.3.1 | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.S.1.2 | Compose a short musical piece.  
**Clarifications:**  
e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice |
| MU.68.S.1.3 | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. |
| MU.68.S.2.1 | Perform music from memory to demonstrate knowledge of the musical structure.  
**Clarifications:**  
e.g., basic themes, patterns, tonality, harmony |
| MU.68.S.3.1 | Sing and/or play age-appropriate repertoire expressively.  
**Clarifications:**  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.S.3.2 | Demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.68.S.3.4 | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.  
**Clarifications:**  

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

LAFS.68.WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.2: 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.

LAFS.7.SL.1.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.1.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Sustain focused attention, respect, and discipline during classes and performances.

English language learners communicate for social and instructional purposes within the school setting.

LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

LAFS.68.WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.2: 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.

LAFS.7.SL.1.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.1.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

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Sustain focused attention, respect, and discipline during classes and performances.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

Students survey the growth of American music from its early years to 21st-century consumers, focusing on the settling of the nation and the effects of emigration. Learners explore the historical connections, cultural influences, and innovations of music development from the perspective of Native American music and that which was brought to American shores from other nations. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301100

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
General Music >
Abbreviated Title: M/J EXPL MUSIC 2
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>Vocational (Elementary and Secondary Grades K-12)</th>
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<tbody>
<tr>
<td>Instrumental Music (Secondary Grades 7-12)</td>
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<tr>
<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
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<td>Music (Elementary and Secondary Grades K-12)</td>
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### Course Standards

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<th>Name</th>
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<tbody>
<tr>
<td><strong>MU.68.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <strong>Clarifications:</strong> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
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<tr>
<td><strong>MU.68.C.1.3:</strong></td>
<td>Identify, aurally, instrumental styles and a variety of instrumental ensembles. <strong>Clarifications:</strong> e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles</td>
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<td><strong>MU.68.C.1.4:</strong></td>
<td>Identify, aurally, a variety of vocal styles and ensembles. <strong>Clarifications:</strong> e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs</td>
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<td><strong>MU.68.C.2.2:</strong></td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. <strong>Clarifications:</strong> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<td><strong>MU.68.C.3.1:</strong></td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
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<td><strong>MU.68.F.2.1:</strong></td>
<td>Describe several routes a composition or performance could travel from creator to consumer. <strong>Clarifications:</strong> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
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<td><strong>MU.68.F.3.1:</strong></td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking. <strong>Clarifications:</strong> e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
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<td><strong>MU.68.H.1.1:</strong></td>
<td>Describe the functions of music from various cultures and time periods.</td>
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<td>Identify the works of representative composers within a specific style or time period.</td>
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<td><strong>MU.68.H.1.3:</strong></td>
<td>Describe how American music has been influenced by other cultures. <strong>Clarifications:</strong> e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
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<td><strong>MU.68.H.1.4:</strong></td>
<td>Classify authentic stylistic features in music originating from various cultures. <strong>Clarifications:</strong> e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
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<td>Describe the influence of historical events and periods on music composition and performance.</td>
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<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td><strong>MU.68.S.1.2:</strong></td>
<td>Compose a short musical piece. <strong>Clarifications:</strong> e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</td>
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<td><strong>MU.68.S.1.3:</strong></td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td><strong>MU.68.S.2.1:</strong></td>
<td>Perform music from memory to demonstrate knowledge of the musical structure. <strong>Clarifications:</strong> e.g., basic themes, patterns, tonality, melody, harmony</td>
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<td><strong>MU.68.S.3.1:</strong></td>
<td>Sing and/or play age-appropriate repertoire expressively. <strong>Clarifications:</strong> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td><strong>MU.68.S.3.2:</strong></td>
<td>Demonstrate proper vocal or instrumental technique. <strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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| **MU.68.S.3.4:** | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. **Clarifications:**
Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to analyze and problem solve.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Cultivate a community of growth mindset learners.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

5-8 Students continue with previous skills and use a style guide to create a proper citation.

6-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Sustain focused attention, respect, and discipline during classes and performances.

**Clarifications:**
English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Students survey the growth of American music from its early years to 21st-century consumers, focusing on the settling of the nation and the effects of emigration. Learners explore the historical connections, cultural influences, and innovations of music development from the perspective of Native American music and that which was brought to American shores from other nations. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301100
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: General Music
Abbreviated Title: M/J EXPL MUSIC 2
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
## Course Standards

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**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.C.2.3: | Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers. |
| MU.68.C.3.1: | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
| MU.68.F.1.1: | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.  
**Clarifications:**  
e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software |
| MU.68.F.2.1: | Describe several routes a composition or performance could travel from creator to consumer.  
**Clarifications:**  
e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales |
| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.  
**Clarifications:**  
e.g., idea, development, editing, selling, revising, testing, presenting |
| MU.68.F.3.3: | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. |
| MU.68.H.1.1: | Describe the functions of music from various cultures and time periods. |
| MU.68.H.1.2: | Identify the works of representative composers within a specific style or time period. |
| MU.68.H.1.4: | Classify authentic stylistic features in music originating from various cultures.  
**Clarifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.1.5: | Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre. |
| MU.68.H.2.1: | Describe the influence of historical events and periods on music composition and performance. |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.H.3.1: | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clarifications:**  
e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.O.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.2.1: | Create a composition, manipulating musical elements and exploring the effects of those manipulations.  
**Clarifications:**  
e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.S.1.2: | Compose a short musical piece.  
**Clarifications:**  
e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice |
| MU.68.S.1.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. |
| MU.68.S.1.4: | Sing or play melodies by ear with support from the teacher and/or peers.  
**Clarifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.2.1: | Perform music from memory to demonstrate knowledge of the musical structure.  
**Clarifications:**  
e.g., basic themes, patterns, tonality, melody, harmony |
| MU.68.S.3.1: | Sing and/or play age-appropriate repertoire expressively.  
**Clarifications:**  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
**Demonstrate proper vocal or instrumental technique.**

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.**

**Clarifications:**
- e.g., error detection, interval reinforcement

**Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.**

**Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collaborative discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**

**Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**

**Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.**

**Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.**

**Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.**

**Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.**

**Sustain focused attention, respect, and discipline during classes and performances.**

**General Course Information and Notes**

Students engage in a study of global music traditions through history examining genres, significant composers, and compositions over time. As they review the expressive elements of music and compositional tools, students create music, develop structural mapping skills, self-assess, and connect music to its origins. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
**Educator Certifications**

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<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.68.S.1.2</td>
<td>Compose a short musical piece.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</td>
</tr>
<tr>
<td>MU.68.S.1.3</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
</tr>
<tr>
<td>MU.68.S.1.4</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., melodies using traditional classroom instruments and/or voice</td>
</tr>
<tr>
<td>MU.68.S.2.1</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., basic themes, patterns, tonality, melody, harmony</td>
</tr>
<tr>
<td>MU.68.S.3.1</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
</tr>
<tr>
<td>MU.68.S.3.2: Demonstrate proper vocal or instrumental technique.</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MU.68.S.3.4: Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> e.g., error detection, interval reinforcement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td>- Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td>- Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1: Mathematics who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td>- Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td>- Develop students’ ability to analyze and problem solve.</td>
</tr>
<tr>
<td>- Recognize students’ effort when solving challenging problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate understanding by representing problems in multiple ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>- Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td>- Express connections between concepts and representations.</td>
</tr>
<tr>
<td>- Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1: Mathematics who demonstrate understanding by representing problems in multiple ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>- Help students make connections between concepts and representations.</td>
</tr>
<tr>
<td>- Provide opportunities for students to use manipulatives when investigating concepts.</td>
</tr>
<tr>
<td>- Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
</tr>
<tr>
<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete tasks with mathematical fluency.</th>
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<tbody>
<tr>
<td>Mathematics who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>- Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

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<th>MA.K12.MTR.3.1: Mathematics who complete tasks with mathematical fluency:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong> Teachers who encourage students to complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
</tr>
<tr>
<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
</tr>
<tr>
<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage in discussions that reflect on the mathematical thinking of self and others.</th>
</tr>
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<tr>
<td>Mathematics who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td>- Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td>- Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td>- Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td>- Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

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<tr>
<th>MA.K12.MTR.4.1: Mathematics who engage in discussions that reflect on the mathematical thinking of self and others:</th>
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</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td>- Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
<tr>
<td>- Develop students’ ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use patterns and structure to help understand and connect mathematical concepts.</th>
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<tr>
<td>Mathematics who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>- Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td>- Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>
Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends
differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students engage in a study of global music traditions through history examining genres, significant composers, and compositions over time. As they review the expressive elements of music and compositional tools, students create music, develop structural mapping skills, self-assess, and connect music to its origins. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 1301110  
**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Music Education > **SubSubject:** General Music  
**Abbreviated Title:** M/J EXPL MUSIC 3  
**Course Length:** Year (Y)  
**Course Level:** 2  
**Course Status:** State Board Approved  
**Grade Level(s):** 6, 7, 8

**Educator Certifications**

Vocal Music (Elementary and Secondary Grades K-12)  
Instrumental Music (Secondary Grades 7-12)  
Instrumental Music (Elementary and Secondary Grades K-12)  
Music (Elementary and Secondary Grades K-12)
## Course Standards

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<tr>
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<td>Develop strategies for listening to unfamiliar musical works.</td>
</tr>
<tr>
<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
</tr>
<tr>
<td>MU.68.C.2.2:</td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
</tr>
<tr>
<td>MU.68.F.3.2:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
</tr>
<tr>
<td>MU.68.H.1.2:</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
</tr>
<tr>
<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
</tr>
<tr>
<td>MU.68.H.3.1:</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
</tr>
<tr>
<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
</tr>
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<td>MU.68.O.3.2:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<tr>
<td>MU.68.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td>MU.68.S.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td>MU.68.S.1.4:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
</tr>
<tr>
<td>MU.68.S.2.2:</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
</tr>
<tr>
<td>MU.68.S.3.1:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
<tr>
<td>MU.68.S.3.2:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td>MU.68.S.3.3:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
</tr>
<tr>
<td>MU.68.S.3.4:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
</tr>
<tr>
<td>MU.68.S.3.6:</td>
<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
</tr>
</tbody>
</table>

### LAFS.6.SL.1.1:
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### LAFS.6.SL.1.2:
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

Sustain focused attention, respect, and discipline during classes and performances.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302000
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J BAND 1
## Educator Certifications

<table>
<thead>
<tr>
<th>Instrumental Music (Secondary Grades 7-12)</th>
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- **Course Length:** Year (Y)
- **Course Level:** 2
- **Course Status:** Course Approved
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# Course Standards

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<td>e.g., listening maps, active listening, checklists</td>
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<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>e.g., intonation, balance, blend, phrasing, rhythm</td>
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<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<td>MU.68.F.3.2:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>MU.68.H.1.2:</td>
<td>Identify the works of representative composers within a speciﬁc style or time period.</td>
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<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<td>MU.68.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>e.g., blues, rock</td>
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<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<tr>
<td>MU.68.S.3.2:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
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<tr>
<td>MU.68.S.3.3:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
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<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>e.g., error detection, interval reinforcement</td>
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<tr>
<td>MU.68.S.3.4:</td>
<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>e.g., independently, collaboratively</td>
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<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>- Analyze the problem in a way that makes sense given the task.</td>
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<td>- Ask questions that will help with solving the task.</td>
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<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>- Develop students' ability to analyze and problem solve.</td>
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</table>
Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:**
Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
Students will use the terms and apply them in 2nd grade and beyond. Teachers who encourage students to apply mathematics to real-world contexts:

- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should be able to use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must have instruction in how to effectively present information to their audience.

**ELA.K12.EE.2.1:**

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must have instruction in how to effectively present information to their audience.

**ELA.K12.EE.3.1:**

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must have instruction in how to effectively present information to their audience.

**ELA.K12.EE.4.1:**

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must have instruction in how to effectively present information to their audience.

**ELA.K12.EE.6.1:**

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.68.5.2.1:** Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.SI.1:**

**Clarifications:**

English language learners communicate for social and instructional purposes within the school setting.

**VERSION DESCRIPTION**

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302000
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J BAND 1
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications

- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.3: | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  
**Clarifications:**  
e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:**  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.C.2.3: | Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers. |
| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. |
| MU.68.H.1.2: | Identify the works of representative composers within a specific style or time period. |
| MU.68.H.1.3: | Describe how American music has been influenced by other cultures. |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.H.3.1: | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clarifications:**  
e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.3.2: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. |
| MU.68.S.1.1: | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  
**Clarifications:**  
e.g., blues, rock |
| MU.68.S.1.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
Sing or play melodies by ear with support from the teacher and/or peers.  
**Clarifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.1.5: | Perform melodies with chord progressions.  
**Clarifications:**  
e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar |
| MU.68.S.2.1: | Perform music from memory to demonstrate knowledge of the musical structure.  
**Clarifications:**  
e.g., basic themes, patterns, tonality, melody, harmony |
| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces.  
Sing and/or play age-appropriate repertoire expressively.  
**Clarifications:**  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.S.3.1: | Demonstrate proper vocal or instrumental technique.  
Sight-read standard exercises and simple repertoire.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.68.S.3.2: | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.  
**Clarifications:**  
e.g., error detection, interval reinforcement |
| MU.68.S.3.5: | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.  
Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  
**Clarifications:**  
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
Clarifications:
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Standard Relation to Course: Supporting

- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

- Draw evidence from informational texts to support analysis reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well-remembered 5 x 7 + 7 x 3, in preparation for learning about the distributive property. In the expression x2 + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

Sustain focused attention, respect, and discipline during classes and performances.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level
words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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**GENERAL INFORMATION**

**Course Number:** 1302010

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
Instrumental Music

**Abbreviated Title:** M/J BAND 2

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

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<th>Music (Elementary and Secondary Grades K-12)</th>
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| MU.68.S.3.6: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. |
| MA.K12.MTR.1.1: | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | Teachers who encourage students to complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations. |
| MA.K12.MTR.4.1: | Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence. |
| MA.K12.MTR.5.1: | Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts.  
- Relate previously learned concepts to new concepts.  
- Look for similarities among problems.  
- Connect solutions of problems to more complicated large-scale situations. |
Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1:
- Make inferences to support comprehension.

ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
  - Mathematically who assess the reasonableness of solutions:
    - Estimate to discover possible solutions.
    - Use benchmark quantities to determine if a solution makes sense.
    - Check calculations when solving problems.
    - Verify possible solutions by explaining the methods used.
    - Evaluate results based on the given context.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
  - Mathematicians who apply mathematics to real-world contexts:
    - Connect mathematical concepts to everyday experiences.
    - Use models and methods to understand, represent and solve problems.

ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1:
- Use appropriate voice and tone when speaking or writing.

DA.68.5.2.1:
- Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1:
- English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302010
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J BAND 2
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 6, 7, 8

Educator Certifications
Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.68.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. <strong>Clarifications:</strong> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.68.C.1.3:</td>
<td>Identify, aurally, instrumental styles and a variety of instrumental ensembles. <strong>Clarifications:</strong> e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles</td>
</tr>
<tr>
<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <strong>Clarifications:</strong> e.g., intonation, balance, blend, phrasing, rhythm</td>
</tr>
<tr>
<td>MU.68.C.2.2:</td>
<td>Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. <strong>Clarifications:</strong> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
</tr>
<tr>
<td>MU.68.C.2.3:</td>
<td>Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.</td>
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<tr>
<td>MU.68.C.3.1:</td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
</tr>
<tr>
<td>MU.68.F.2.2:</td>
<td>Describe how concert attendance can financially impact a community. <strong>Clarifications:</strong> e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</td>
</tr>
<tr>
<td>MU.68.F.3.1:</td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking. <strong>Clarifications:</strong> e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
</tr>
<tr>
<td>MU.68.F.3.2:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
</tr>
<tr>
<td>MU.68.H.1.1:</td>
<td>Describe the functions of music from various cultures and time periods.</td>
</tr>
<tr>
<td>MU.68.H.1.2:</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
</tr>
<tr>
<td>MU.68.H.1.4:</td>
<td>Classify authentic stylistic features in music originating from various cultures. <strong>Clarifications:</strong> e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
</tr>
<tr>
<td>MU.68.H.2.2:</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced. <strong>Clarifications:</strong> e.g., from harpsichord to piano; from phonograph to CD</td>
</tr>
<tr>
<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
</tr>
<tr>
<td>MU.68.H.3.1:</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. <strong>Clarifications:</strong> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
</tr>
<tr>
<td>MU.68.H.3.2:</td>
<td>Discuss how the absence of music would affect other content areas and contexts. <strong>Clarifications:</strong> e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
</tr>
<tr>
<td>MU.68.O.1.1:</td>
<td>Compare performances of a musical work to identify artistic choices made by performers. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<tr>
<td>MU.68.O.2.1:</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition. <strong>Clarifications:</strong> e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
</tr>
<tr>
<td>MU.68.O.2.2:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.68.O.3.1:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. <strong>Clarifications:</strong></td>
</tr>
<tr>
<td>MU.68.O.3.2:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <strong>Clarifications:</strong></td>
</tr>
</tbody>
</table>
Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

Perform music from memory to demonstrate knowledge of the musical structure.

Transfer performance techniques from familiar to unfamiliar pieces.

Demonstrate proper vocal or instrumental technique.

Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see
complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**

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<th>Standard</th>
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<td>DA.68.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during classes and performances.</td>
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<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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</table>

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTIONS**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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**GENERAL INFORMATION**

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**Educator Certifications**

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<tr>
<td>MU.68.S.1.1:</td>
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<td>Clarifications:</td>
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</table>
MU.68.S.1.3: Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

**Clarifications:**
e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.1.4: Sing or play melodies by ear with support from the teacher and/or peers.

**Clarifications:**
e.g., basic themes, patterns, tonality, melody, harmony

MU.68.S.2.1: Perform music from memory to demonstrate knowledge of the musical structure.

**Clarifications:**
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

MU.68.S.2.2: Transfer performance techniques from familiar to unfamiliar pieces.

**Clarifications:**
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

MU.68.S.3.1: Sing and/or play age-appropriate repertoire expressively.

**Clarifications:**
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

MU.68.S.3.2: Demonstrate proper vocal or instrumental technique.

**Clarifications:**
e.g., error detection, interval reinforcement

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
| MA.K12.MTR.4.1: | Communicate mathematical ideas, vocabulary and methods effectively. | Analyze the mathematical thinking of others. | Compare the efficiency of a method to those expressed by others. | Recognize errors and suggest how to correctly solve the task. | Justify results by explaining methods and processes. | Construct possible arguments based on evidence. |
| MA.K12.MTR.5.1: | Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: | Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. | Create opportunities for students to discuss their thinking with peers. | Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. | Develop students' ability to justify methods and compare their responses to the responses of their peers. |
| MA.K12.MTR.6.1: | Use patterns and structure to help understand and connect mathematical concepts. | Mathematicians who use patterns and structure to help understand and connect mathematical concepts: | Focus on relevant details within a problem. | Create plans and procedures to logically order events, steps or ideas to solve problems. | Decompose a complex problem into manageable parts. | Relate previously learned concepts to new concepts. | Look for similarities among problems. | Connect solutions of problems to more complicated large-scale situations. |
| MA.K12.MTR.7.1: | Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: | Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. | Support students to develop generalizations based on the similarities found among problems. | Provide opportunities for students to create plans and procedures to solve problems. | Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. |
| MA.K12.MTR.9.1: | Clarifications: Teachers who encourage students to assess the reasonableness of solutions: | Have students estimate or predict solutions prior to solving. | Prompt students to continually ask, "Does this solution make sense? How do you know?" | Reinforce that students check their work as they progress within and after a task. | Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.10.1: | Apply mathematics to real-world contexts. | Mathematicians who apply mathematics to real-world contexts: | Connect mathematical concepts to everyday experiences. | Use models and methods to understand, represent and solve problems. | Perform investigations to gather data or determine if a method is appropriate. | Redesign models and methods to improve accuracy or efficiency. |
| MA.K12.MTR.11.1: | Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: | Provide opportunities for students to create models, both concrete and abstract, and perform investigations. | Challenge students to question the accuracy of their models and methods. | Support students as they validate conclusions by comparing them to the given situation. | Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning. | Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. 3rd grade students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |

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Clarifications:

**MA.K12.MTR.4.1**

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1**

- Use patterns and structure to help understand and connect mathematical concepts.
- Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1**

- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1**

- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.8.1**

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. 3rd grade students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1**

- Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. 3rd grade students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1**

- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.
Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302020
Course Status: State Board Approved
Grade Level(s): 6,7,8
<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Instrumental Music (Secondary</td>
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<tr>
<td>Grades 7-12)</td>
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<tr>
<td>Instrumental Music (Elementary and</td>
</tr>
<tr>
<td>Secondary Grades K-12)</td>
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<tr>
<td>Music (Elementary and Secondary</td>
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## Course Standards

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<td><strong>MU.68.C.1.1:</strong></td>
<td>Develop strategies for listening to unfamiliar musical works.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<tr>
<td><strong>MU.68.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td><strong>MU.68.C.1.3:</strong></td>
<td>Identify, aurally, instrumental styles and a variety of instrumental ensembles.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles</td>
</tr>
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<td><strong>MU.68.C.2.1:</strong></td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., intonation, balance, blend, phrasing, rhythm</td>
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<tr>
<td><strong>MU.68.C.2.2:</strong></td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<tr>
<td><strong>MU.68.C.2.3:</strong></td>
<td>Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.</td>
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<td><strong>MU.68.C.3.1:</strong></td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
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<td><strong>MU.68.F.1.1:</strong></td>
<td>Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Describe several routes a composition or performance could travel from creator to consumer.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
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<tr>
<td><strong>MU.68.F.2.1:</strong></td>
<td>Describe how concert attendance can financially impact a community.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</td>
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<tr>
<td><strong>MU.68.F.2.2:</strong></td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td><strong>Clarifications:</strong></td>
<td>Identify the works of representative composers within a specific style or time period.</td>
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<tr>
<td><strong>MU.68.F.3.2:</strong></td>
<td>Describe how the absence of music would affect other content areas and contexts.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., from harpsichord to piano; from phonograph to CD</td>
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<tr>
<td><strong>MU.68.F.3.3:</strong></td>
<td>Describe the influence of historical events and periods on music composition and performance.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., idea, development, editing, selling, revising, testing, presenting</td>
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<tr>
<td><strong>MU.68.H.1.2:</strong></td>
<td>Describe the influence of historical events and periods on music composition and performance.</td>
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<td>Identify the works of representative composers within a specific style or time period.</td>
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<td><strong>Clarifications:</strong></td>
<td>Identify how American music has been influenced by other cultures.</td>
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<td><strong>Clarifications:</strong></td>
<td>Classify authentic stylistic features in music originating from various cultures.</td>
</tr>
<tr>
<td><strong>MU.68.H.1.4:</strong></td>
<td>Classify authentic stylistic features in music originating from various cultures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
</tr>
<tr>
<td><strong>MU.68.H.1.5:</strong></td>
<td>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.68.H.2.2:</strong></td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td><strong>Clarifications:</strong></td>
<td>Discuss how the absence of music would affect other content areas and contexts.</td>
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<td><strong>Clarifications:</strong></td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
</tr>
<tr>
<td><strong>MU.68.H.2.3:</strong></td>
<td>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</td>
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<tr>
<td><strong>MU.68.H.2.4:</strong></td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
</tr>
<tr>
<td><strong>MU.68.H.3.1:</strong></td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Classify how performance choices can affect the perception of a musical work.</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
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</tr>
<tr>
<td>MU.68.O.3.2:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
</tr>
<tr>
<td>MU.68.S.3.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td>MU.68.S.3.2:</td>
<td>Compose a short musical piece.</td>
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<td>MU.68.S.3.3:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>MU.68.S.3.4:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
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<td>MU.68.S.3.5:</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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<td>MU.68.S.3.6:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
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<tr>
<td>LAFS.68.RST.2.4:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
</tr>
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<td>LAFS.68.RST.2.4:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
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<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
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<td>LAFS.68.RST.2.4:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
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<td>LAFS.68.RST.2.4:</td>
<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
</tr>
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<td>LAFS.68.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
</tr>
<tr>
<td>LAFS.68.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis reflection, and research.</td>
</tr>
<tr>
<td>LAFS.8.SL.1.1:</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>LAFS.8.SL.1.2:</td>
<td>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</td>
</tr>
<tr>
<td>LAFS.8.SL.1.3:</td>
<td>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</td>
</tr>
<tr>
<td>LAFS.8.SL.2.4:</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<tr>
<td>MAFS.K12.MP.5.1:</td>
<td>Use appropriate tools strategically.</td>
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<tr>
<td>MAFS.K12.MP.6.1:</td>
<td>Attend to precision.</td>
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</table>
Students with considerable band experience strengthen their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of advanced, high-quality band literature. Instrumentalists refine their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
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GENERAL INFORMATION

Course Number: 1302030
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J BAND 4
Course Length: Year (Y)
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6, 7, 8

Educator Certifications

Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
# Course Standards

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<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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</table>
### MU.68.O.3.2
Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.

### MU.68.S.1.1
Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Clarifications:**
- e.g., blues, rock

### MU.68.S.1.2
Compose a short musical piece.

**Clarifications:**
- e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice

### MU.68.S.1.4
Sing or play melodies by ear with support from the teacher and/or peers.

**Clarifications:**
- e.g., melodies using traditional classroom instruments and/or voice

### MU.68.S.2.1
Perform music from memory to demonstrate knowledge of the musical structure.

**Clarifications:**
- e.g., basic themes, patterns, tonality, melody, harmony

### MU.68.S.2.2
Transfer performance techniques from familiar to unfamiliar pieces.

### MU.68.S.3.1
Sing and/or play age-appropriate repertoire expressively.

**Clarifications:**
- e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

### MU.68.S.3.2
Demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

### MU.68.S.3.3
Sight-read standard exercises and simple repertoire.

**Clarifications:**
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

### MU.68.S.3.4
Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

**Clarifications:**
- e.g., error detection, interval reinforcement

### MU.68.S.3.5
Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

### MA.K12.MTR.1.1
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1
Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.
Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Clarifications:
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Clarifications:
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Clarifications:
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Clarifications:
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Clarifications:
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

ELA.K12.EE.1.1:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clarifications:**
- Read and comprehend grade-level complex texts proficiently.
- Make inferences to support comprehension.
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate voice and tone when speaking or writing.
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Use the accepted rules governing a specific format to create quality work.

**GENERAL INFORMATION**

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music

**GENERAL NOTES**

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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# M/J Orchestra 1 (#1302040) 2020 - 2022 (current)

## Course Standards

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<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
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<td><strong>Clarifications:</strong></td>
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## LAFS.6.SL.1.

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<td>LAFS.6.SL.1.1:</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
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<td>a.</td>
<td>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
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<td>b.</td>
<td>Follow rules for collegiate discussions, set specific goals and deadlines, and define individual roles as needed.</td>
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<td>c.</td>
<td>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
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<td>d.</td>
<td>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
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## Standard Relation to Course: Supporting

| LAFS.6.SL.1.2: | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LAFS.6.SL.1.3: | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

LAFS.6.SL.2.4: Present claims and findings, sequencing ideas logically and using communication and social skills.
LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### GENERAL NOTES

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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### GENERAL INFORMATION

**Course Number:** 1302040

- **Course Path:** Section: Grades PreK to 12 Education
- **Courses > Grade Group:** Grades 6 to 8 Education
- **Courses > Subject:** Music Education > **SubSubject:** Instrumental Music
- **Abbreviated Title:** M/J ORCH 1
- **Course Length:** Year (Y)
- **Course Level:** 2
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**Course Status:** Course Approved  
**Grade Level(s):** 6, 7, 8
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<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>Classify the literature being studied by genre, style, and/or time period. Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. <strong>Clarifications:</strong> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<td>MU.68.S.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<td>MU.68.S.1.4:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers. <strong>Clarifications:</strong> e.g., melodies using traditional classroom instruments and/or voice</td>
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<td>MU.68.S.2.1:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure. <strong>Clarifications:</strong> e.g., basic themes, patterns, tonality, melody, harmony</td>
</tr>
<tr>
<td>MU.68.S.2.2:</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces. Sing and/or play age-appropriate repertoire expressively. <strong>Clarifications:</strong> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td>MU.68.S.3.1:</td>
<td>Demonstrate proper vocal or instrumental technique. <strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td>MU.68.S.3.2:</td>
<td>Sight-read standard exercises and simple repertoire. <strong>Clarifications:</strong> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
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<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. <strong>Clarifications:</strong> e.g., error detection, interval reinforcement</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others: * Analyze the problem in a way that makes sense given the task. * Ask questions that will help with solving the task. * Build perseverance by modifying methods as needed while solving a challenging task. * Stay engaged and maintain a positive mindset when working to solve tasks. * Help and support each other when attempting a new method or approach. <strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others: * Cultivate a community of growth mindset learners. * Foster perseverance in students by choosing tasks that are challenging. * Develop students' ability to analyze and problem solve. * Recognize students' effort when solving challenging problems.</td>
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Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:
Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.7.1:
Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clariﬁcations:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clariﬁcations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

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6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proﬁciently.

Clariﬁcations:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Use appropriate voice and tone when speaking or writing.

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Make inferences to support comprehension.

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Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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Use the accepted rules governing a speciﬁc format to create quality work.

Clariﬁcations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clariﬁcations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Sustain focused attention, respect, and discipline during classes and performances.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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GENERAL INFORMATION

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Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Music Education > **SubSubject:** Instrumental Music

**Abbreviated Title:** M/J ORCH 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6, 7, 8

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<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.</td>
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<td>Describe several routes a composition or performance could travel from creator to consumer.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.68.O.1.1:</strong></td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
</tr>
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<td><strong>MU.68.O.3.1:</strong></td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
</tr>
<tr>
<td><strong>MU.68.O.3.2:</strong></td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
</tr>
<tr>
<td><strong>MU.68.O.3.3:</strong></td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., blues, rock</td>
</tr>
<tr>
<td><strong>MU.68.S.1.1:</strong></td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
</tr>
<tr>
<td><strong>MU.68.S.2.2:</strong></td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
</tr>
<tr>
<td><strong>MU.68.S.3.6:</strong></td>
<td>Sight-read standard exercises and simple repertoire.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., error detection, interval reinforcement</td>
</tr>
<tr>
<td><strong>MU.68.S.3.6:</strong></td>
<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., independently, collaboratively</td>
</tr>
</tbody>
</table>
| **MU.68.S.3.4:** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and
issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Standard Relation to Course: Supporting

LAFS.6.SL.1.2:
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.SL.1.3:
Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.2.4:
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6B.RST.2.4:
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

LAFS.6B.WHST.3.9:
Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 + 3, in preparation for learning about the distributive property. In the expression x2 + 9x + 14, older students can see the 14 as 2 × 7 and students will see 7 × 8 equals the well remembered 7 × 5 + 7 + 3, in preparation for learning about the distributive property. In the expression x2 + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 − 3(x − y)2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

DA.6B.5.2.1:
Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

**Course Number:** 1302050

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

**Course Path:** Section: Grades PreK to 12 Education

Courses > Grade Group: Grades 6 to 8 Education

Courses > Subject: Music Education > SubSubject: Instrumental Music

**Abbreviated Title:** M/J ORCH 2

**Course Length:** Year (Y)

**Course Level:** 2

**Educator Certifications**

- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.68.C.1.1</td>
<td>Develop strategies for listening to unfamiliar musical works. <strong>Clariﬁcations:</strong> e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.68.C.1.2</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. <strong>Clariﬁcations:</strong> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.68.C.2.1</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <strong>Clariﬁcations:</strong> e.g., intonation, balance, blend, phrasing, rhythm</td>
</tr>
<tr>
<td>MU.68.F.2.1</td>
<td>Describe several routes a composition or performance could travel from creator to consumer. <strong>Clariﬁcations:</strong> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
</tr>
<tr>
<td>MU.68.F.3.2</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
</tr>
<tr>
<td>MU.68.H.1.1</td>
<td>Describe the functions of music from various cultures and time periods.</td>
</tr>
<tr>
<td>MU.68.H.2.3</td>
<td>Classify the literature being studied by genre, style, and/or time period. <strong>Clariﬁcations:</strong> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
</tr>
<tr>
<td>MU.68.H.3.1</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. <strong>Clariﬁcations:</strong> e.g., rhythm, melody, form, tonality, harmony, expressive elements; chorale, orchestral, band, ensemble</td>
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<td>MU.68.O.1.1</td>
<td>Compare performances of a musical work to identify artistic choices made by performers. <strong>Clariﬁcations:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<td>MU.68.O.3.1</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <strong>Clariﬁcations:</strong> e.g., basic themes, patterns, tonality, melody, harmony</td>
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<td>MU.68.O.3.2</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. <strong>Clariﬁcations:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.68.S.1.1</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <strong>Clariﬁcations:</strong> e.g., blues, rock</td>
</tr>
<tr>
<td>MU.68.S.1.3</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. <strong>Clariﬁcations:</strong> e.g., melodies using traditional classroom instruments and/or voice</td>
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<tr>
<td>MU.68.S.1.4</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers. <strong>Clariﬁcations:</strong> e.g., melodies using traditional classroom instruments and/or voice</td>
</tr>
<tr>
<td>MU.68.S.2.1</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure. <strong>Clariﬁcations:</strong> e.g., basic themes, patterns, tonality, melody, harmony</td>
</tr>
<tr>
<td>MU.68.S.2.2</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces. <strong>Clariﬁcations:</strong> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<tr>
<td>MU.68.S.3.1</td>
<td>Demonstrate proper vocal or instrumental technique. <strong>Clariﬁcations:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>MU.68.S.3.2</td>
<td>Sight-read standard exercises and simple repertoire. <strong>Clariﬁcations:</strong> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
</tr>
<tr>
<td>MU.68.S.3.3</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. <strong>Clariﬁcations:</strong> e.g., error detection, interval reinforcement</td>
</tr>
<tr>
<td>MU.68.S.3.4</td>
<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. <strong>Clariﬁcations:</strong> e.g., independently, collaboratively</td>
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<tr>
<td>MU.68.S.3.6</td>
<td>Mathematics who participate in effortful learning both individually and with others.</td>
</tr>
</tbody>
</table>
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:**

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**MA.K12.MTR.2.1:**

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**MA.K12.MTR.3.1:**

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**MA.K12.MTR.4.1:**

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**MA.K12.MTR.5.1:**

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
### General Course Information and Notes

| MA.K12.MTR.6.1: | **Clarifications:**
| --- | --- |
| Teachers who encourage students to assess the reasonableness of solutions: | • Have students estimate or predict solutions prior to solving.  
• Prompt students to continually ask, "Does this solution make sense? How do you know?"  
• Reinforce that students check their work as they progress within and after a task.  
• Strengthen students' ability to verify solutions through justifications. |
| **Apply mathematics to real-world contexts.**  
Mathematicians who apply mathematics to real-world contexts: | • Connect mathematical concepts to everyday experiences.  
• Use models and methods to understand, represent and solve problems.  
• Perform investigations to gather data or determine if a method is appropriate.  
• Redesign models and methods to improve accuracy or efficiency. |
| **MA.K12.MTR.7.1:** | **Clarifications:**
| Teachers who encourage students to apply mathematics to real-world contexts: | • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
• Challenge students to question the accuracy of their models and methods.  
• Support students as they validate conclusions by comparing them to the given situation.  
• Indicate how various concepts can be applied to other disciplines. |
| **Apply mathematics to real-world contexts.**  
Mathematicians who apply mathematics to real-world contexts: | • Connect mathematical concepts to everyday experiences.  
• Use models and methods to understand, represent and solve problems.  
• Perform investigations to gather data or determine if a method is appropriate.  
• Redesign models and methods to improve accuracy or efficiency. |
| **ELA.K12.EE.1.1:** | **Clarifications:**
| Students will incorporate skills learned into work products to produce quality work.  
For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| **ELA.K12.EE.2.1:** | **Clarifications:**
| Teachers who encourage students to apply mathematics to real-world contexts: | • Connect mathematical concepts to everyday experiences.  
• Use models and methods to understand, represent and solve problems.  
• Perform investigations to gather data or determine if a method is appropriate.  
• Redesign models and methods to improve accuracy or efficiency. |
| **Cite evidence to explain and justify reasoning.** |
| **K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.**  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.  
In 3rd grade, students should use a combination of direct and indirect citations. |
| **ELA.K12.EE.3.1:** | **Clarifications:**
| Students will incorporate skills learned into work products to produce quality work.  
For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| **ELA.K12.EE.4.1:** | **Clarifications:**
| Students will incorporate skills learned into work products to produce quality work.  
For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| **ELA.K12.EE.5.1:** | **Clarifications:**
| Teachers who encourage students to apply mathematics to real-world contexts: | • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
• Challenge students to question the accuracy of their models and methods.  
• Support students as they validate conclusions by comparing them to the given situation.  
• Indicate how various concepts can be applied to other disciplines. |
| **ELA.K12.EE.6.1:** | **Clarifications:**
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In 3rd grade, students should use a combination of direct and indirect citations. |
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• Challenge students to question the accuracy of their models and methods.  
• Support students as they validate conclusions by comparing them to the given situation.  
• Indicate how various concepts can be applied to other disciplines. |
| **ELA.K12.EE.8.1:** | **Clarifications:**
| Teachers who encourage students to apply mathematics to real-world contexts: | • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
• Challenge students to question the accuracy of their models and methods.  
• Support students as they validate conclusions by comparing them to the given situation.  
• Indicate how various concepts can be applied to other disciplines. |
| **ELA.K12.EE.9.1:** | **Clarifications:**
| Teachers who encourage students to apply mathematics to real-world contexts: | • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
• Challenge students to question the accuracy of their models and methods.  
• Support students as they validate conclusions by comparing them to the given situation.  
• Indicate how various concepts can be applied to other disciplines. |
| **ELA.K12.EE.10.1:** | **Clarifications:**
| Teachers who encourage students to apply mathematics to real-world contexts: | • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
• Challenge students to question the accuracy of their models and methods.  
• Support students as they validate conclusions by comparing them to the given situation.  
• Indicate how various concepts can be applied to other disciplines. |
| **ELA.K12.EE.11.1:** | **Clarifications:**
| Teachers who encourage students to apply mathematics to real-world contexts: | • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
• Challenge students to question the accuracy of their models and methods.  
• Support students as they validate conclusions by comparing them to the given situation.  
• Indicate how various concepts can be applied to other disciplines. |
| **ELA.K12.EE.12.1:** | **Clarifications:**
| Teachers who encourage students to apply mathematics to real-world contexts: | • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
• Challenge students to question the accuracy of their models and methods.  
• Support students as they validate conclusions by comparing them to the given situation.  
• Indicate how various concepts can be applied to other disciplines. |
| **ELA.K12.EE.13.1:** | **Clarifications:**
| Teachers who encourage students to apply mathematics to real-world contexts: | • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
• Challenge students to question the accuracy of their models and methods.  
• Support students as they validate conclusions by comparing them to the given situation.  
• Indicate how various concepts can be applied to other disciplines. |

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### Clarifications:

- **MA.K12.MTR.6.1:**
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

- **MA.K12.MTR.7.1:**
  - Apply mathematics to real-world contexts.
  - Mathematicians who apply mathematics to real-world contexts:
    - Connect mathematical concepts to everyday experiences.
    - Use models and methods to understand, represent and solve problems.
    - Perform investigations to gather data or determine if a method is appropriate.

- **ELA.K12.EE.1.1:**
  - Cite evidence to explain and justify reasoning.

- **ELA.K12.EE.2.1:**
  - Read and comprehend grade-level complex texts proficiently.

- **ELA.K12.EE.3.1:**
  - Make inferences to support comprehension.

- **ELA.K12.EE.4.1:**
  - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

- **ELA.K12.EE.5.1:**
  - Use the accepted rules governing a specific format to create quality work.

- **ELA.K12.EE.6.1:**
  - Use appropriate voice and tone when speaking or writing.

- **DA.68.5.2.1:**
  - Sustain focused attention, respect, and discipline during classes and performances.

- **ELD.K12.ELL.SI.1:**
  - English language learners communicate for social and instructional purposes within the school setting.
Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1302050
- **Course Status:** State Board Approved
- **Grades PreK to 12 Education Courses > Grade Group:** Grades 6 to 8 Education
- **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Music Education > **SubSubject:** Instrumental Music >
- **Abbreviated Title:** M/J ORCH 2
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Grade Level(s):** 6, 7, 8

**Educator Certifications**

<table>
<thead>
<tr>
<th>Instrumental Music (Secondary Grades 7-12)</th>
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<tr>
<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
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## Course Standards

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<th>Description</th>
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<tbody>
<tr>
<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
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<td>MU.68.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <strong>Clarifications:</strong> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
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<td>MU.68.C.1.3:</td>
<td>Identify, aurally, instrumental styles and a variety of instrumental ensembles. <strong>Clarifications:</strong> e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles</td>
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<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <strong>Clarifications:</strong> e.g., intonation, balance, blend, phrasing, rhythm</td>
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<td>MU.68.C.2.2:</td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. <strong>Clarifications:</strong> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<td>MU.68.C.3.1:</td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
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<td>MU.68.F.2.1:</td>
<td>Describe several routes a composition or performance could travel from creator to consumer. <strong>Clarifications:</strong> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
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<td>MU.68.F.3.2:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>MU.68.H.1.1:</td>
<td>Describe the functions of music from various cultures and time periods.</td>
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<td>MU.68.H.1.2:</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
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<td>Describe how American music has been influenced by other cultures.</td>
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<td>MU.68.H.1.5:</td>
<td>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre. Analyze how technology has changed the way music is created, performed, acquired, and experienced. <strong>Clarifications:</strong> e.g., from harpsichord to piano; from phonograph to CD</td>
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<td>MU.68.H.2.2:</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
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<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td>MU.68.H.3.1:</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. <strong>Clarifications:</strong> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<td>MU.68.O.1.1:</td>
<td>Compare performances of a musical work to identify artistic choices made by performers. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<td>MU.68.O.2.2:</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition. <strong>Clarifications:</strong> e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
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<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<tr>
<td>MU.68.O.3.2:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td>MU.68.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <strong>Clarifications:</strong> e.g., blues, rock</td>
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<td>MU.68.S.1.2:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers. <strong>Clarifications:</strong> e.g., melodies using traditional classroom instruments and/or voice</td>
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<td>MU.68.S.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td>MU.68.S.1.4:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure. <strong>Clarifications:</strong> e.g., basic themes, patterns, tonality, melody, harmony</td>
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<tr>
<td>MU.68.S.1.5:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure. <strong>Clarifications:</strong> e.g., basic themes, patterns, tonality, melody, harmony</td>
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<td>MU.68.S.2.2:</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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</table>
Sing and/or play age-appropriate repertoire expressively.

**Clarifications:**
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

**MU.68.S.3.1:**

Demonstrate proper vocal or instrumental technique.

**Clarifications:**
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MU.68.S.3.2:**

Sight-read standard exercises and simple repertoire.

**Clarifications:**
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

**MU.68.S.3.3:**

Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

**Clarifications:**
e.g., error detection, interval reinforcement

**MU.68.S.3.4:**

Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

**Clarifications:**
e.g., independently, collaboratively

**MU.68.S.3.5:**

Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

**Clarifications:**
e.g., practice, time management, focus, discipline

**MU.68.S.3.6:**

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**LAFS.68.RST.2.4:**

Draw evidence from informational texts to support analysis reflection, and research.

**LAFS.68.WHST.3.9:**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegiate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**LAFS.7.SL.1.1:**

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**LAFS.7.SL.2.4:**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**LAFS.7.SL.3.1:**

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 + 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**LAFS.7.SL.4.1:**

Sustain focused attention, respect, and discipline during classes and performances.

**MFS.68.RST.2.1:**

General Course Information and Notes

**DA.68.RST.2.1:**

Standards for English Language Arts

**LAFS.7.SL.2.2:**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**LAFS.7.SL.2.3:**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**K.SL.1.2:**

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**LAFS.7.SL.2.1:**

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Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**LAFS.7.SL.2.6:**

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**LAFS.7.SL.2.7:**

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

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<th>Course Number: 1302060</th>
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<td>Grade Level(s): 6,7,8</td>
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Course Path: Section: Grades PreK to 1Z Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J ORCH 3
Course Length: Year (Y)
Course Level: 2

Educator Certifications

| Music (Elementary and Secondary Grades K-12) |
| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
## Course Standards

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| MU.68.H.2.2: | Classify the literature being studied by genre, style, and/or time period.  
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| MU.68.S.1.1: | Sing or play melodies by ear with support from the teacher and/or peers.  
*Clarifications:*  
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| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces.  
*Clarifications:*  
e.g., basic themes, patterns, tonality, melody, harmony |
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<th>Sing and/or play age-appropriate repertoire expressively.</th>
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<th>Sight-read standard exercises and simple repertoire.</th>
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<th>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</th>
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<th>MU.68.S.3.6</th>
<th>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</th>
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<tr>
<th>MA.K12.MTR.1.1</th>
<th>Mathematicians who participate in effortful learning both individually and with others:</th>
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<td><strong>Clarifications:</strong></td>
<td>Analyze the problem in a way that makes sense given the task.</td>
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<td></td>
<td>Ask questions that will help with solving the task.</td>
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<td></td>
<td>Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
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<td>Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>Help and support each other when attempting a new method or approach.</td>
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<th>MA.K12.MTR.2.1</th>
<th>Demonstrate understanding by representing problems in multiple ways.</th>
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<td><strong>Clarifications:</strong></td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
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<td>Build understanding through modeling and using manipulatives.</td>
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<tr>
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<td>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<tr>
<td></td>
<td>Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<tr>
<td></td>
<td>Express connections between concepts and representations.</td>
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<td>Choose a representation based on the given context or purpose.</td>
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<th>Complete tasks with mathematical fluency.</th>
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<td>Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>Complete tasks accurately and with confidence.</td>
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<tr>
<td></td>
<td>Adapt procedures to apply them to a new context.</td>
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<td>Use feedback to improve efficiency when performing calculations.</td>
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<th>MA.K12.MTR.4.1</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others.</th>
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<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<td>Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td></td>
<td>Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td></td>
<td>Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td></td>
<td>Construct possible arguments based on evidence.</td>
</tr>
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</table>

| **Clarifications:** | Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: |
| | Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. |
| | Create opportunities for students to discuss their thinking with peers. |
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts: Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.68.S.2.1:**
Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.SI.1:**
English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**

**Version Description**
Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**General Information**

**Course Number:** 1302060

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music

**Abbreviated Title:** M/J ORCH 3

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Grade Level(s):** 6, 7, 8

**Educator Certifications**

- Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
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<td>MU.68.S.3.6</td>
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<td>LAFS.68.RST.2.4</td>
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<td>LAFS.68.WHST.3.9</td>
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**LAFS.8.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**Standard Relation to Course: Supporting**

**LAFS.8.SL.1.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**LAFS.8.SL.1.3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**LAFS.8.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**
**MAFS.K12.MP.6.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.7.1:** Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**

**DA.68.S.2.1:** Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with previous orchestral experience demonstrate advanced knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Additional opportunities for experiences in small ensembles, solo performance, and various leadership roles may be available. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**GENERAL INFORMATION**

**Course Number:** 1302070

**Course Path:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 6 to 8 Education

**Courses > Subject:** Music Education > **SubSubject:** Instrumental Music

**Abbreviated Title:** M/J ORCH 4

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Instrumental Music (Secondary Grades 7-12)</th>
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<tr>
<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
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<td>Music (Elementary and Secondary Grades K-12)</td>
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</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>MU.68.C.1.1:</strong></td>
<td>Develop strategies for listening to unfamiliar musical works.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td><strong>MU.68.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td><strong>MU.68.C.1.3:</strong></td>
<td>Identify, aurally, instrumental styles and a variety of instrumental ensembles.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles</td>
</tr>
<tr>
<td><strong>MU.68.C.2.1:</strong></td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., intonation, balance, blend, phrasing, rhythm</td>
</tr>
<tr>
<td><strong>MU.68.C.2.2:</strong></td>
<td>Critique, using correct music vocabulary, changes in one's or others' musical performance resulting from practice or rehearsal.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
</tr>
<tr>
<td><strong>MU.68.C.3.1:</strong></td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
</tr>
<tr>
<td><strong>MU.68.F.1.1:</strong></td>
<td>Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
</tr>
<tr>
<td><strong>MU.68.F.2.1:</strong></td>
<td>Describe several routes a composition or performance could travel from creator to consumer.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., idea, development, editing, selling, revising, testing, presenting</td>
</tr>
<tr>
<td><strong>MU.68.F.2.2:</strong></td>
<td>Describe how concert attendance can financially impact a community.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</td>
</tr>
<tr>
<td><strong>MU.68.F.3.1:</strong></td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
</tr>
<tr>
<td><strong>MU.68.F.3.2:</strong></td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., idea, development, editing, selling, revising, testing, presenting</td>
</tr>
<tr>
<td><strong>MU.68.H.1.1:</strong></td>
<td>Describe the functions of music from various cultures and time periods.</td>
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<tr>
<td><strong>MU.68.H.1.2:</strong></td>
<td>Identify the works of representative composers within a specific style or time period.</td>
</tr>
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<td><strong>MU.68.H.1.3:</strong></td>
<td>Describe how American music has been influenced by other cultures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Classify authentic stylistic features in music originating from various cultures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
</tr>
<tr>
<td><strong>MU.68.H.1.5:</strong></td>
<td>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</td>
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<tr>
<td><strong>MU.68.H.2.1:</strong></td>
<td>Describe the influence of historical events and periods on music composition and performance.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., from harpsichord to piano; from phonograph to CD</td>
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<td><strong>Clarifications:</strong></td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
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<td><strong>Clarifications:</strong></td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Discuss how the absence of music would affect other content areas and contexts.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Classify performances of a musical work to identify artistic choices made by performers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</td>
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</table>
### MU.68.O.2.1: Clarifications:
- Using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality.

### MU.68.O.2.2: Clarifications:
- Scales; key signatures; relative major/minor; parallel major/minor.

### MU.68.O.3.1: Clarifications:
- Tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration.

### MU.68.O.3.2: Clarifications:
- Improvising rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

### MU.68.S.1.1: Clarifications:
- Blues, rock.

### MU.68.S.1.3: Clarifications:
- Arranging a short musical piece by manipulating melody, form, rhythm, and/or voicing.

### MU.68.S.1.4: Clarifications:
- Melodies using traditional classroom instruments and/or voice.

### MU.68.S.2.1: Clarifications:
- Basic themes, patterns, tonality, melody, harmony.

### MU.68.S.2.2: Clarifications:
- Basic themes, patterns, tonality, melody, harmony.

### MU.68.S.3.1: Clarifications:
- Tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration.

### MA.K12.MTR.1.1: Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

### MA.K12.MTR.2.1: Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others:**
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts:**
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions:**
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**Apply mathematics to real-world contexts:**
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning:**

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
General Course Information and Notes

VERSION DESCRIPTION

Students with previous orchestral experience demonstrate advanced knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Additional opportunities for experiences in small ensembles, solo performance, and various leadership roles may be available. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTR standards, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION
Course Number: 1302070
Course Status: State Board Approved
Grade Level(s): 6,7,8

Educator Certifications

<p>| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12) |</p>
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works.</td>
</tr>
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<td>Clarifications:</td>
<td>e.g., listening maps, active listening, checklists</td>
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<td>MU.68.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</td>
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<td>Clarifications:</td>
<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
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<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td>Clarifications:</td>
<td>e.g., intonation, balance, blend, phrasing, rhythm</td>
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<tr>
<td>MU.68.C.2.2:</td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
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<td>Clarifications:</td>
<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td>MU.68.O.1.1:</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
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<td>Clarifications:</td>
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<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td>Clarifications:</td>
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<td>MU.68.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td>Clarifications:</td>
<td>e.g., blues, rock</td>
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<td>MU.68.S.1.4:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>Clarifications:</td>
<td>e.g., melodies using traditional classroom instruments and/or voice</td>
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<td>MU.68.S.2.1:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
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<td>Clarifications:</td>
<td>e.g., basic themes, patterns, tonality, melody, harmony</td>
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<tr>
<td>MU.68.S.2.2:</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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<td>Clarifications:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
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<td>MU.68.S.3.1:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
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<td>Clarifications:</td>
<td>e.g., posture, breathing, fingerling, embouchure, bow technique, tuning, strumming</td>
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<td>MU.68.S.3.2:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
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<td>Clarifications:</td>
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<td>MU.68.S.3.3:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
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<td>Clarifications:</td>
<td>e.g., error detection, interval reinforcement</td>
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<td>MU.68.S.3.4:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
</tr>
<tr>
<td>MU.68.S.3.5:</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td></td>
<td>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
</tr>
<tr>
<td></td>
<td>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
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GENERAL NOTES

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<th>Course Number:</th>
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<tr>
<td>Course Path: Section:</td>
<td>Grades PreK to 12 Education</td>
</tr>
<tr>
<td>Courses &gt; Grade Group:</td>
<td>Grades 6 to 8 Education</td>
</tr>
<tr>
<td>Courses &gt; Subject:</td>
<td>Music Education &gt; SubSubject: Instrumental Music</td>
</tr>
<tr>
<td>Abbreviated Title:</td>
<td>M/J INSTRU TECNQS 1</td>
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e.g., error detection, interval reinforcement |
| MU.68.S.3.4: | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  
**Clarifications:**  
e.g., independently, collaboratively |
| MA.K12.MTR.1.1: | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners. |
Foster perseverance in students by choosing tasks that are challenging.
Develop students' ability to analyze and problem solve.
Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate possible solutions based on the given context.

MA.K12.MTR.6.1:

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
**General Course Information and Notes**

**VERSION DESCRIPTION**

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GENERAL INFORMATION

Course Number: 1302080
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J INSTRUC TECNQS 1
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications

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Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

Clariations:
e.g., independently, collaboratively

Determine the meaning of symbols, key terms, and other domain-specific ideas that bring the

times a square and use that to realize that its value cannot be more

the expression $x^2$

Produce clear and coherent writing in which the development,

clearly.

The 9 as 2 + 7. They recognize the significance of an existing line in a

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Present claims and findings, emphasizing salient points in a focused,

appropriate eye contact, adequate volume, and clear pronunciation.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

General Course Information and Notes

VERSION DESCRIPTION

Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

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### GENERAL INFORMATION

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- **Course Path:** Section: Grades PreK to 12 Education
  Courses > **Grade Group:** Grades 6 to 8 Education
  Courses > **Subject:** Music Education > **SubSubject:** Instrumental Music
- **Abbreviated Title:** M/J INSTRU TECNQS 2
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Course Status:** Course Approved
- **Grade Level(s):** 6, 7, 8

### Educator Certifications

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<td>Develop strategies for improvising melodies.</td>
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<td>MU.68.O.3.2:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td>MU.68.O.3.3:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td><strong>Clarifications:</strong> e.g., melodies using traditional classroom instruments and/or voice</td>
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<td>MU.68.O.3.4:</td>
<td>Perfume music from memory to demonstrate knowledge of the musical structure.</td>
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<td>MU.68.O.3.6:</td>
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<td>Sight-read standard exercises and simple repertoire.</td>
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<td>MU.68.O.3.8:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
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<td>MU.68.O.3.9:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
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### Clarifications:
- Independently, collaboratively

### MA.K12.MTR.1.1:

**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:

**Mathematicians who complete tasks with mathematical fluency:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1:

**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences, and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302090
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J INSTR Tecnsq 2
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 6, 7, 8

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<td>Identify the works of representative composers within a specific style or time period.</td>
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<td>MU.68.H.1.4</td>
<td>Classify authentic stylistic features in music originating from various cultures.</td>
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<td>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
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<td>MU.68.O.3.2</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td>MU.68.S.2.2</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

Note rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

Delineate a speaker’s argument and specific claims, evaluating the logic and reasoning of others’ ideas.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

General Course Information and Notes

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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

**Course Number:** 1302100

**Course Path:**
- Section: Grades PreK to 12 Education
- Courses > Grade Group: Grades 6 to 8 Education
- Courses > Subject: Music Education > SubSubject: Instrumental Music

**Abbreviated Title:** M/J INSTRU TECNQS 3

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<td><strong>Clariations:</strong> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
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<tr>
<td>MU.68.C.2.1</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td><strong>Clariations:</strong> e.g., intonation, balance, blend, phrasing, rhythm</td>
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<td>MU.68.C.2.2</td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
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<td><strong>Clariations:</strong> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<td>MU.68.F.3.1</td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking.</td>
</tr>
<tr>
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<td><strong>Clariations:</strong> e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
</tr>
<tr>
<td>MU.68.H.1.1</td>
<td>Describe the functions of music from various cultures and time periods.</td>
</tr>
<tr>
<td>MU.68.H.1.2</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
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<td><strong>Clariations:</strong> e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
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<td>MU.68.H.1.4</td>
<td>Classify authentic stylistic features in music originating from various cultures.</td>
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<td>MU.68.H.2.2</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
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<td><strong>Clariations:</strong> e.g., from harpsichord to piano; from phonograph to CD</td>
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<td>MU.68.H.2.3</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td>MU.68.O.1.1</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
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<td><strong>Clariations:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<td>MU.68.O.2.2</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition.</td>
</tr>
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<td><strong>Clariations:</strong> e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
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<td>MU.68.O.3.1</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td>MU.68.O.3.2</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td><strong>Clariations:</strong> Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td>MU.68.S.1.1</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td><strong>Clariations:</strong> e.g., blues, rock</td>
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<td>MU.68.S.1.4</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
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<td><strong>Clariations:</strong> e.g., basic themes, patterns, tonality, melody, harmony</td>
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<td>MU.68.S.2.2</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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<td><strong>Clariations:</strong> Sing and/or play age-appropriate repertoire expressively.</td>
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<td>MU.68.S.3.1</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
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<td>MU.68.S.3.2</td>
<td>Sight-read standard exercises and simple repertoire.</td>
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<td><strong>Clariations:</strong></td>
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### MU.68.S.3.4:
Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

**Clarifications:**
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

### MU.68.S.3.5:
Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

**Clarifications:**
- e.g., error detection, interval reinforcement

### MU.68.S.3.6:
Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

**Clarifications:**
- e.g., independently, collaboratively

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

### MA.K12.MTR.1.1:
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.2.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.3.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.4.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
### MA.K12.MTR.5.1:
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
- In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

### ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______" The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Clarifications:**
Use appropriate voice and tone when speaking or writing.
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

**Course Number:** 1302100
**Course Path:** Grades PreK to 12 Education
**Courses > Grade Group:** Grades 6 to 8 Education
**Courses > Subject:** Music Education > **SubSubject:** Instrumental Music
**Abbreviated Title:** M/J INSTRU TECNQS 3
**Course Length:** Year (Y)
**Course Level:** 2

**Course Status:** State Board Approved
**Grade Level(s):** 6, 7, 8

Educator Certifications

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| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:**  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.  
**Clarifications:**  
|
| MU.68.H.1.4: | Classify authentic stylistic features in music originating from various cultures.  
**Clarifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period.  
**Clarifications:**  
Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.3.2: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. |
| MU.68.O.3.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
**Clarifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.O.3.4: | Sing and/or play age-appropriate repertoire expressively.  
**Clarifications:**  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.O.3.5: | Demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.68.O.3.6: | Sight-read standard exercises and simple repertoire.  
**Clarifications:**  
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
| MU.68.O.3.7: | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.  
**Clarifications:**  
e.g., error detection, interval reinforcement |
| MU.68.O.3.8: | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  
**Clarifications:**  
e.g., independently, collaboratively |
| LAFS.6.SL.1.1: | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  
3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
**LAFS.6.SL.1.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**LAFS.6.SL.1.3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**LAFS.6.SL.2.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**LAFS.6.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**LAFS.68.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 1302210

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music >
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### Mathematics

#### MA.K12.MTR.1.1

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.2.1:**

- Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.3.1:**

- Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.4.1:**

- Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.5.1:**

- Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Help students understand the importance of checking their work and considering the reasonableness of their solutions.
- Support students in developing strategies for verifying solutions.
- Provide opportunities for students to reflect on the reasonableness of their methods and conclusions.
- Encourage students to develop metacognitive skills in assessing the reasonableness of their solutions.
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

Clarifications:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

Clarifications:
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
- In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

Clarifications:
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302110
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music >
Abbreviated Title: M/J INSTRU ENS 1
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications

| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12) |
### Course Standards

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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.  
**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:**  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.F.2.1: | Describe several routes a composition or performance could travel from creator to consumer.  
**Clarifications:**  
e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales |
| MU.68.F.3.1: | Describe how studying music can enhance citizenship, leadership, and global thinking.  
**Clarifications:**  
e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.  
**Clarifications:**  
Classify authentic stylistic features in music originating from various cultures. |
| MU.68.H.1.4: | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clarifications:**  
e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.H.3.1: | Discuss how the absence of music would affect other content areas and contexts.  
**Clarifications:**  
e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| MU.68.H.3.2: | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.1.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.3.1: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.  
**Clarifications:**  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.O.3.2: | Sing or play melodies by ear with support from the teacher and/or peers.  
**Clarifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.1.3: | Sing and/or play age-appropriate repertoire expressively.  
**Clarifications:**  
e.g., basic themes, patterns, tonality, melody, harmony |
| MU.68.S.1.4: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. |
| MU.68.S.2.1: | Perform music from memory to demonstrate knowledge of the musical structure.  
**Clarifications:**  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.S.2.2: | Transition performance techniques from familiar to unfamiliar pieces. |
| MU.68.S.3.1: | Demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., posture, breathing, fingerading, embouchure, bow technique, tuning, strumming |
| MU.68.S.3.2: | Sight-read standard exercises and simple repertoire. |
### General Course Information and Notes

**VERSION DESCRIPTION**

Students with previous instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**
**Educator Certifications**

- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**GENERAL INFORMATION**

- **Course Number:** 1302120
- **Course Path:** Section: Grades PreK to 12 Education
- **Courses > Grade Group:** Grades 6 to 8 Education
- **Courses > Subject:** Music Education > **SubSubject:** Instrumental Music
- **Abbreviated Title:** M/J INSTRU ENS 2
- **Course Length:** Year (Y)
- **Course Level:** 2
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- Stay engaged and maintain a positive mindset when working to solve tasks.
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Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
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Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
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**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

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<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply mathematics to real-world contexts.</strong></td>
</tr>
<tr>
<td>Mathematicians who apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>• Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>• Use models and methods to understand, represent, and solve problems.</td>
</tr>
<tr>
<td>• Perform investigations to gather data or determine if a method is appropriate.</td>
</tr>
<tr>
<td>• Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cite evidence to explain and justify reasoning.</strong></td>
</tr>
<tr>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
</tr>
<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
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</thead>
<tbody>
<tr>
<td><strong>Read and comprehend grade-level complex texts proficiently.</strong></td>
</tr>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>ELA.K12.EE.3.1:</th>
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<tbody>
<tr>
<td><strong>Make inferences to support comprehension.</strong></td>
</tr>
<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
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</table>

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<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
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</thead>
<tbody>
<tr>
<td><strong>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</strong></td>
</tr>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: &quot;I think _______ because ______.&quot; The collaborative conversations are becoming academic conversations.</td>
</tr>
<tr>
<td>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

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<tr>
<th>ELA.K12.EE.5.1:</th>
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<tbody>
<tr>
<td><strong>Use the accepted rules governing a specific format to create quality work.</strong></td>
</tr>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
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</table>

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Use appropriate voice and tone when speaking or writing.**
General Course Information and Notes

VERSION DESCRIPTION

Students with previous instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmedia.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302120
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J INSTRU ENS 2
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications

<table>
<thead>
<tr>
<th>Instrumental Music (Secondary Grades 7-12)</th>
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<tbody>
<tr>
<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
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<tr>
<td>Name</td>
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<td>MU.68.C.1.1:</td>
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<td>MU.68.C.1.2:</td>
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<td>MU.68.C.2.1:</td>
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<td>MU.68.C.3.1:</td>
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<td>MU.68.F.3.2:</td>
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<td>MU.68.H.1.1:</td>
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<td>MU.68.O.1.1:</td>
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<td>MU.68.O.2.2:</td>
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<td>MU.68.O.3.1:</td>
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<tr>
<td>MU.68.O.3.2:</td>
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</tbody>
</table>
| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces. **Clarifications:**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Relation to Course: Supporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.68.S.3.1:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
</tr>
<tr>
<td>MU.68.S.3.2:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>MU.68.S.3.3:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
</tr>
<tr>
<td>MU.68.S.3.4:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., error detection, interval reinforcement</td>
</tr>
<tr>
<td>MU.68.S.3.6:</td>
<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., independently, collaboratively</td>
</tr>
<tr>
<td>LAFS.68.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
</tr>
<tr>
<td>LAFS.68.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>LAFS.8.SL.1.1:</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>a.</td>
<td>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td>b.</td>
<td>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td>c.</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
</tr>
<tr>
<td>d.</td>
<td>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
</tr>
<tr>
<td>LAFS.8.SL.1.2:</td>
<td>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</td>
</tr>
<tr>
<td>LAFS.8.SL.1.3:</td>
<td>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</td>
</tr>
<tr>
<td>LAFS.8.SL.2.4:</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1:</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.</td>
<td></td>
</tr>
<tr>
<td>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
<td></td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td></td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1:</td>
<td>Attend to precision.</td>
</tr>
<tr>
<td>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</td>
<td></td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td></td>
</tr>
<tr>
<td>MAFS.K12.MP.7.1:</td>
<td>Look for and make use of structure.</td>
</tr>
<tr>
<td>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 \times 8 equals the well-remembered 7 \times 5 + 7 \times 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 \times 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</td>
<td></td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td></td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
</tbody>
</table>

General Course Information and Notes
Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302130
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J INSTRU ENS 3
Course Length: Year (Y)
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
</table>
| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clariifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clariifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clariifications:**  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clariifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.C.3.1: | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
| MU.68.F.1.1: | Describe how concert attendance can financially impact a community.  
**Clariifications:**  
e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants |
| MU.68.F.1.2: | Describe how studying music can enhance citizenship, leadership, and global thinking.  
**Clariifications:**  
e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| MU.68.F.2.1: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. |
| MU.68.F.3.1: | Describe the influence of historical events and periods on music composition and performance. |
| MU.68.F.3.2: | Discuss how the absence of music would affect other content areas and contexts.  
**Clariifications:**  
e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| MU.68.H.1.1: | Describe the functions of music from various cultures and time periods. |
| MU.68.H.1.2: | Identify the works of representative composers within a specific style or time period.  
**Clariifications:**  
Classify authentic stylistic features in music originating from various cultures.  
**Clariifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.2.1: | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clariifications:**  
e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.H.3.1: | Identify the works of representative composers within a specific style or time period.  
**Clariifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.H.3.2: | Discuss how the influence of historical events and periods on music composition and performance. |
| MU.68.H.3.3: | Identify the works of representative composers within a specific style or time period.  
**Clariifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.S.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
**Clariifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.S.1.2: | Demonstrate knowledge of major and minor tonalities through performance and composition.  
**Clariifications:**  
e.g., scales; key signatures; relative major/minor; parallel major/minor |
| MU.68.S.2.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clariifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.S.2.2: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.  
**Clariifications:**  
e.g., basic themes, patterns, tonality, melody, harmony |
| MU.68.S.3.1: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
**Clariifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.3.2: | Sing or play melodies by ear with support from the teacher and/or peers.  
**Clariifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.4.1: | Perform music from memory to demonstrate knowledge of the musical structure.  
**Clariifications:**  
e.g., basic themes, patterns, tonality, melody, harmony |
| MU.68.S.4.2: | Transfer performance techniques from familiar to unfamiliar pieces. |
**MU.68.S.3.1:** Sing and/or play age-appropriate repertoire expressively.

**Clarifications:**
- e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

**MU.68.S.3.2:** Demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MU.68.S.3.3:** Sight-read standard exercises and simple repertoire.

**Clarifications:**
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

**MU.68.S.3.4:** Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

**Clarifications:**
- e.g., error detection, interval reinforcement

**MU.68.S.3.6:** Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

**Clarifications:**
- e.g., independently, collaboratively

**MA.K12.MTR.1.1:** Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:** Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:** Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:** Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because ________." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students
build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTR, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302130
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J INSTRU ENS 3
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications

Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., intonation, balance, blend, phrasing, rhythm</td>
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<td>MU.68.C.2.2:</td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<tr>
<td>MU.68.F.3.2:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>MU.68.H.1.2:</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
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<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<tr>
<td>MU.68.H.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<td>MU.68.O.3.1:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.68.O.3.2:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td>MU.68.S.1.4:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td>MU.68.S.1.3:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
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<td>MU.68.S.2.2:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., error detection, interval reinforcement</td>
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<td>MU.68.S.3.5:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
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<td>LAFS.6.SL.1.1:</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
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<tr>
<td>b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
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<tr>
<td>c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
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<tr>
<td>d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
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<tr>
<td>LAFS.6.SL.1.2:</td>
<td>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
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<td>LAFS.6.SL.1.3:</td>
<td>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<tr>
<td>LAFS.6.SL.2.4:</td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>LAFS.68.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
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<tr>
<td>LAFS.68.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis reflection, and research.</td>
</tr>
</tbody>
</table>
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Use appropriate tools strategically.**

**Standard Relation to Course: Supporting**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to the sizes of the shapes. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**GENERAL COURSE INFORMATION AND NOTES**

**VERSION DESCRIPTION**

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fdoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

**Career and Education Planning Course Standards** – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level
words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302140
Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

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<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
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<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>MU.68.H.1.2:</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
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<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td>MU.68.H.3.1:</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
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<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td>MU.68.S.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>MU.68.S.2.2:</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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<td>MU.68.S.3.1:</td>
<td>Sing and/or play age-Appropriate repertoire expressively.</td>
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<td>Demonstrate proper vocal or instrumental technique.</td>
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<td>Sight-read standard exercises and simple repertoire.</td>
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<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<td>• Ask questions that will help with solving the task.</td>
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<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>• Help and support each other when attempting a new method or approach.</td>
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<td>Clarifications:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<tr>
<td></td>
<td>• Cultivate a community of growth mindset learners.</td>
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<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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<td></td>
<td>• Develop students' ability to analyze and problem solve.</td>
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<td>• Recognize students' effort when solving challenging problems.</td>
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<td>Demonstrate understanding by representing problems in multiple ways.</td>
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<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
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<tr>
<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
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</tbody>
</table>
| | • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
MA.K12.MTR.2.1: Progress from modeling problems with objects and drawings to using algorithms and equations.
Express connections between concepts and representations.
Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
 Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
 Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clariﬁcations:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clariﬁcations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clariﬁcations:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clariﬁcations:

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clariﬁcations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clariﬁcations:

ELA.K12.EE.6.1:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.68.S.2.1:

Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida
Career and Education Planning Course Standards – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
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<td><strong>MU.68.C.2.1:</strong></td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <strong>Clariations:</strong> e.g., intonation, balance, blend, phrasing, rhythm</td>
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<td><strong>MU.68.C.2.2:</strong></td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. <strong>Clariations:</strong> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<td><strong>MU.68.C.3.1:</strong></td>
<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
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<td>Describe how studying music can enhance citizenship, leadership, and global thinking. <strong>Clariations:</strong> e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
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<td><strong>MU.68.F.3.2:</strong></td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td><strong>MU.68.H.1.2:</strong></td>
<td>Identify the works of representative composers within a specific style or time period.</td>
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<td><strong>MU.68.H.2.3:</strong></td>
<td>Classify the literature being studied by genre, style, and/or time period. <strong>Clariations:</strong> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<td><strong>MU.68.H.3.1:</strong></td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. <strong>Clariations:</strong> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<td><strong>MU.68.H.3.2:</strong></td>
<td>Discuss how the absence of music would affect other content areas and contexts. <strong>Clariations:</strong> e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
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<td><strong>MU.68.O.1.1:</strong></td>
<td>Compare performances of a musical work to identify artistic choices made by performers. <strong>Clariations:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<td><strong>MU.68.O.2.2:</strong></td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition. <strong>Clariations:</strong> e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
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<td><strong>MU.68.O.3.1:</strong></td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <strong>Clariations:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<td><strong>MU.68.O.3.2:</strong></td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td><strong>MU.68.S.1.3:</strong></td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. <strong>Clariations:</strong> e.g., melodies using traditional classroom instruments and/or voice</td>
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<td><strong>MU.68.S.1.4:</strong></td>
<td>Sing or play melodies by ear with support from the teacher and/or peers. <strong>Clariations:</strong> e.g., melodies using traditional classroom instruments and/or voice</td>
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<td><strong>MU.68.S.2.2:</strong></td>
<td>Transfer performance techniques from familiar to unfamiliar pieces. <strong>Clariations:</strong> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td><strong>MU.68.S.3.1:</strong></td>
<td>Sing and/or play age-appropriate repertoire expressively. <strong>Clariations:</strong> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td><strong>MU.68.S.3.2:</strong></td>
<td>Demonstrate proper vocal or instrumental technique. <strong>Clariations:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td><strong>MU.68.S.3.3:</strong></td>
<td>Sight-read standard exercises and simple repertoire. <strong>Clariations:</strong> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
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<td><strong>MU.68.S.3.4:</strong></td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. <strong>Clariations:</strong> e.g., error detection, interval reinforcement</td>
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<td><strong>MU.68.S.3.5:</strong></td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
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<tr>
<td><strong>LAFS.68.RST.2.4:</strong></td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
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LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Standard Relation to Course: Supporting

LAFS.7.SL.1.1: 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.

LAFS.7.SL.1.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.1.3: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when such tools might be helpful, recognizing both the insight to be gained and their limitations. For example, a graphing technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels can use relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

LAFS.7.SL.1.4: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

LAFS.7.SL.2.1: Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – (3(x – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

MAFS.68.MP.1.1: Sustain focused attention, respect, and discipline during classes and performances.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

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Career and Education Planning Course Standards – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

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GENERAL INFORMATION

Course Number: 1302142
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J BAND 3&CAR PLAN
Course Length: Year (Y)
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
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<td>MU.68.S.3.3:</td>
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| MU.68.S.3.5: | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task. |
Ask questions that will help with solving the task.
Build perseverance by modifying methods as needed while solving a challenging task.
Stay engaged and maintain a positive mindset when working to solve tasks.
Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:**

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**MA.K12.MTR.2.1:**

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**MA.K12.MTR.3.1:**

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**MA.K12.MTR.4.1:**

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**MA.K12.MTR.5.1:**

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
Estimate to discover possible solutions.
Use benchmark quantities to determine if a solution makes sense.
Check calculations when solving problems.
Verify possible solutions by explaining the methods used.
Evaluate results based on the given context.

**MA.K12.MTR.6.1:**

**Clariﬁcations:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efﬁciency.

**MA.K12.MTR.7.1:**

**Clariﬁcations:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clariﬁcations:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
3 In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clariﬁcations:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clariﬁcations:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clariﬁcations:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a speciﬁc format to create quality work.

**Clariﬁcations:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clariﬁcations:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

Sustain focused attention, respect, and discipline during classes and performances.

**E LD.K12.ELL.SI.1:**

English language learners communicate for social and instructional purposes within the school setting.
Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards – Students will:
1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE’s and MTR’s, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302142
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: M/J BAND 3&CAR PLAN
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 6,7,8

Educator Certifications
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>MU.68.C.1.1</td>
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<tr>
<td>MU.68.C.1.4</td>
<td>Identify aurally a variety of vocal styles and ensembles.</td>
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<td>MU.68.C.2.2</td>
<td>Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.</td>
</tr>
<tr>
<td>MU.68.F.3.2</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
</tr>
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<td>MU.68.H.1.1</td>
<td>Describe the functions of music from various cultures and time periods.</td>
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<td>MU.68.H.2.3</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td>MU.68.H.3.1</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
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<td>MU.68.H.3.2</td>
<td>Discuss how the absence of music would affect other content areas and contexts.</td>
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<td>MU.68.O.1.1</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
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<td>MU.68.O.3.1</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td>MU.68.S.1.1</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td>MU.68.S.1.3</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>MU.68.S.3.1</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
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<td>MU.68.S.3.2</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
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<td>MU.68.S.3.3</td>
<td>Sight-read standard exercises and simple repertoire.</td>
</tr>
<tr>
<td>MU.68.S.3.5</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
</tr>
<tr>
<td>LAFS.6.SL.1.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>LAFS.6.SL.1.2</td>
<td>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
</tr>
<tr>
<td>LAFS.6.SL.1.3</td>
<td>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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</table>
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Draw evidence from informational texts to support analysis, reflection, and research.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Sustain focused attention, respect, and discipline during classes and performances.

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Attend to precision.

Look for and make use of structure.

Sustain focused attention, respect, and discipline during classes and performances.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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GENERAL INFORMATION

Course Number: 1303000

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Choral Music
Abbreviated Title: M/J CHORUS 1
Course Length: Year (Y)
Course Level: 2
## Educator Certifications

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**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8
## Course Standards

<table>
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| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clarifications:** e.g., listening maps, active listening, checklists |
| MU.68.C.1.4: | Identify, aurally, a variety of vocal styles and ensembles.  
**Clarifications:** e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:** e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. |
| MU.68.H.1.1: | Describe the functions of music from various cultures and time periods. |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period.  
**Clarifications:** Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. |
| MU.68.H.3.1: | Discuss how the absence of music would affect other content areas and contexts.  
**Clarifications:** e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.H.3.2: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:** e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.1.1: | Improve rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  
**Clarifications:** e.g., blues, rock |
| MU.68.O.1.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
**Clarifications:** Sing or play melodies by ear with support from the teacher and/or peers.  
**Clarifications:** e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.O.3.1: | Sing and/or play age-appropriate repertoire expressively.  
**Clarifications:** e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.S.1.1: | Demonstrate proper vocal or instrumental technique. |
| MU.68.S.1.3: | Sight-read standard exercises and simple repertoire.  
**Clarifications:** e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
| MU.68.S.3.1: | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. |

**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Teachers who encourage students to participate actively in effortful learning both individually and with others:**
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
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Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
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Cite evidence to explain and justify reasoning.

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Clarifications:
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Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

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### GENERAL INFORMATION

- **Course Number:** 1303000
- **Course Path:** Grades PreK to 12 Education
- **Courses:** Grades 6 to 8 Education
- **Subject:** Music Education
- **SubSubject:** Choral Music
- **Abbreviated Title:** M/J CHORUS 1
- **Course Length:** Year (Y)
- **Course Level:** 2

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### Educator Certifications

- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
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<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
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<td>MU.68.C.1.4:</td>
<td>Identify, aurally, a variety of vocal styles and ensembles.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs</td>
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<tr>
<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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| **LAFS.6.SL.1.1:** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
 a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
 b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  
 c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
 d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| **LAFS.6.SL.1.2:** | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| **LAFS.6.SL.1.3:** | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| **LAFS.6.SL.2.4:** | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| **LAFS.6.SL.3.4:** | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **LAFS.6.SL.3.9:** | Draw evidence from informational texts to support analysis reflection, and research. |

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

| **LAFS.6.SL.1.4:** | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

| **LAFS.6.SL.1.5:** | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – (x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

| **LAFS.6.SL.1.6:** | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

**Sustain focused attention, respect, and discipline during classes and performances.**

| **LAFS.6.SL.1.7:** | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

**English language learners communicate for social and instructional purposes within the school setting.**

### General Course Information and Notes

**VERSION DESCRIPTION**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
GENERAL NOTES

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303010
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education
Choral Music >
Abbreviated Title: M/J CHORUS 2
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6,7,8

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Sight-read standard exercises and simple repertoire.

Clari**fications:**
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

Clari**fications:**
- e.g., error detection, interval reinforcement

Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

Clari**fications:**
- e.g., independently, collaboratively

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
**MA.K12.MTR.5.1:**
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:**
- Assess the reasonableness of solutions.

**Mathematicians who assess the reasonableness of solutions:**
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
- Apply mathematics to real-world contexts.

**Mathematicians who apply mathematics to real-world contexts:**
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to
do quality work.

**ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**OA.68.S.2.1:** Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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**GENERAL INFORMATION**

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- **Course Path:** Section: Grades PreK to 12 Education
  Courses > Grade Group: Grades 6 to 8 Education
  Courses > Subject: Music Education > SubSubject:
  Choral Music >
- **Abbreviated Title:** M/J CHORUS 2
- **Course Length:** Year (Y)
- **Course Status:** State Board Approved
- **Grade Level(s):** 6, 7, 8

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- Vocal Music (Elementary and Secondary Grades K-12)
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<td>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</td>
</tr>
<tr>
<td>MU.68.F.2.1</td>
<td>Describe several routes a composition or performance could travel from creator to consumer.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
<td></td>
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<tr>
<td>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
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<tr>
<td>MU.68.F.2.2</td>
<td>Describe how concert attendance can financially impact a community.</td>
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<tr>
<td><strong>Clariifications:</strong></td>
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<tr>
<td>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</td>
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<tr>
<td>MU.68.F.3.1</td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
<td></td>
</tr>
<tr>
<td>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
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</tr>
<tr>
<td>MU.68.F.3.2</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
</tr>
<tr>
<td>MU.68.H.1.1</td>
<td>Identify the works of representative composers within a specific style or time period.</td>
</tr>
<tr>
<td>MU.68.H.1.3</td>
<td>Describe how American music has been influenced by other cultures.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
<td></td>
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<tr>
<td>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
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<tr>
<td>MU.68.H.2.1</td>
<td>Describe the influence of historical events and periods on music composition and performance.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
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<tr>
<td>e.g., from harpsichord to piano; from phonograph to CD</td>
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</tr>
<tr>
<td>MU.68.H.2.2</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
<td></td>
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<tr>
<td>MU.68.H.2.3</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<tr>
<td><strong>Clariifications:</strong></td>
<td></td>
</tr>
<tr>
<td>MU.68.H.3.1</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
<td></td>
</tr>
<tr>
<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<tr>
<td>MU.68.H.3.2</td>
<td>Discuss how the absence of music would affect other content areas and contexts.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
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<td>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
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<tr>
<td>MU.68.O.1.1</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
</tr>
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<td><strong>Clariifications:</strong></td>
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<tr>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<tr>
<td>MU.68.O.2.2</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
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<tr>
<td>e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
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<tr>
<td>MU.68.O.3.1</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td><strong>Clariifications:</strong></td>
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<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<tr>
<td>MU.68.O.3.2</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<tr>
<td><strong>Clariifications:</strong></td>
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<tr>
<td>MU.68.S.1.1</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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</tbody>
</table>
MU.68.S.1.3: Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

Clarifications:
- e.g., blues, rock

MU.68.S.1.4: Sing or play melodies by ear with support from the teacher and/or peers.

Clarifications:
- e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2.1: Perform music from memory to demonstrate knowledge of the musical structure.

Clarifications:
- e.g., basic themes, patterns, tonality, melody, harmony

MU.68.S.2.2: Transfer performance techniques from familiar to unfamiliar pieces.

Clarifications:
- Sing and/or play age-appropriate repertoire expressively.

MU.68.S.3.1: Demonstrate proper vocal or instrumental technique.

Clarifications:
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

MU.68.S.3.2: Sight-read standard exercises and simple repertoire.

Clarifications:
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

MU.68.S.3.3: Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

Clarifications:
- e.g., error detection, interval reinforcement

MU.68.S.3.4: Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

Clarifications:
- e.g., blues, rock

MU.68.S.3.5: Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

Clarifications:
- e.g., independently, collaboratively

LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Standard Relation to Course: Supporting

LAFS.7.SL.1.2: 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.

LAFS.7.SL.1.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated by a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students carry out operations and solve problems involving measurement at a level of accuracy appropriate to the situation and purpose. Each of these tools might be helpful, recognizing both the insight to be gained and their limitations.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more; or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression 2 × 9 + 9 × 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and
can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**

**DA.6.HS.2.1:** Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

#### VERSION DESCRIPTION

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

#### GENERAL NOTES

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number:** 1303020

**Course Path:** Section: Grades PreK to 12 Education

Courses > Grade Group: Grades 6 to 8 Education

Courses > Subject: Music Education > SubSubject:

Choral Music >

**Abbreviated Title:** M/J CHORUS 3

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

### Educator Certifications

- Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:**  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's or others' musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.C.3.1: | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
| MU.68.F.2.1: | Describe several routes a composition or performance could travel from creator to consumer.  
**Clarifications:**  
e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales |
| MU.68.F.2.2: | Describe how concert attendance can financially impact a community.  
**Clarifications:**  
e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants |
| MU.68.F.3.1: | Describe how studying music can enhance citizenship, leadership, and global thinking.  
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| MU.68.H.1.3: | Describe how American music has been influenced by other cultures.  
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**Clarifications:**  
e.g., from harpsichord to piano; from phonograph to CD |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.H.3.1: | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clarifications:**  
e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.H.3.2: | Discuss how the absence of music would affect other content areas and contexts.  
**Clarifications:**  
e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| MU.68.O.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.2.2: | Demonstrate knowledge of major and minor tonalities through performance and composition.  
**Clarifications:**  
e.g., scales; keysignatures; relative major/minor; parallel major/minor |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.3.2: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. |
| MU.68.S.1.1: | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  
**Clarifications:** |
**MU.68.S.1.3:** Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

**Clarifications:**
- e.g., melodies using traditional classroom instruments and/or voice

**MU.68.S.1.4:** Sing or play melodies by ear with support from the teacher and/or peers.

**Clarifications:**
- e.g., basic themes, patterns, tonality, melody, harmony

**MU.68.S.2.1:** Perform music from memory to demonstrate knowledge of the musical structure.

**Clarifications:**
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

**MU.68.S.2.2:** Transfer performance techniques from familiar to unfamiliar pieces.

**MU.68.S.3.1:** Sing and/or play age-appropriate repertoire expressively.

**Clarifications:**
- e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

**MU.68.S.3.2:** Demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingerings, embouchure, bow technique, tuning, strumming

**MU.68.S.3.3:** Sight-read standard exercises and simple repertoire.

**Clarifications:**
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

**MU.68.S.3.4:** Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

**Clarifications:**
- e.g., error detection, interval reinforcement

**MA.K12.MTR.1.1:** Mathematically proficient students who participate in meaningful learning both individually and with others:

- **Mathematicians:**
  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in meaningful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:** Demonstrate understanding by representing problems in multiple ways.

**Mathematicians:**

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs, and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:** Complete tasks with mathematical fluency.

**Mathematicians:**

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

**Mathematicians:**

- Engage in discussions that reflect on the mathematical thinking of self and others.
Communicate mathematical ideas, vocabulary and methods effectively.
Analyze the mathematical thinking of others.
Compare the efficiency of a method to those expressed by others.
Recognize errors and suggest how to correctly solve the task.
Justify results by explaining methods and processes.
Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.
ELA.K12.EE.3.1:
Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Da.68.S.2.1:
Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

Version Description
Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

General Notes

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

General Information

Course Number: 1303020
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Choral Music
Abbreviated Title: M/J CHORUS 3
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 6, 7, 8

Educator Certifications
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<th>Music (Elementary and Secondary Grades K-12)</th>
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<td>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</td>
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### MU.68.O.2.1: Clarifications:
- e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality

Demonstrate knowledge of major and minor tonalities through performance and composition.

### MU.68.O.2.2: Clarifications:
- e.g., scales; key signatures; relative major/minor; parallel major/minor

Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

### MU.68.O.3.1: Clarifications:
- e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration

Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.

### MU.68.O.3.2: Clarifications:
- e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice

Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

### MU.68.S.1.1: Clarifications:
- e.g., basic themes, patterns, tonality, melody, harmony

Compose a short musical piece.

### MU.68.S.1.2: Clarifications:
- e.g., using traditional classroom instruments and/or voice

Transfer performance techniques from familiar to unfamiliar pieces.

### MU.68.S.1.3: Clarifications:
- e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality

Sing or play melodies by ear with support from the teacher and/or peers.

### MU.68.S.1.4: Clarifications:
- e.g., melodies using traditional classroom instruments and/or voice

Perform music from memory to demonstrate knowledge of the musical structure.

### MU.68.S.2.1: Clarifications:
- e.g., using traditional classroom instruments and/or voice

Transfer performance techniques from familiar to unfamiliar pieces.

### MU.68.S.2.2: Clarifications:
- e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice

Sing and/or play age-appropriate repertoire expressively.

### MU.68.S.3.1: Clarifications:
- e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

Demonstrate proper vocal or instrumental technique.

### MU.68.S.3.2: Clarifications:
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Sight-read standard exercises and simple repertoire.

### MU.68.S.3.3: Clarifications:
- e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

### MU.68.S.3.4: Clarifications:
- e.g., error detection, interval reinforcement

Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

### MU.68.S.3.5: Clarifications:
- e.g., independently, collaboratively

Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

### LAFS.68.RST.2.4:
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

### LAFS.68.WHST.2.4:
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### LAFS.68.WHST.3.9:
Draw evidence from informational texts to support analysis, reflection, and research.

### LAFS.8.SL.1.1:
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### Standard Relation to Course: Supporting

### LAFS.8.SL.1.2:
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### LAFS.8.SL.1.3:
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### LAFS.8.SL.2.4:
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7. In preparation for learning about the distributive property, students recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Version Description**

Students with significant experience in a choral ensemble develop advanced knowledge of vocal techniques, music literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality advanced choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**General Notes**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting documentation which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**General Information**

- **Course Number:** 1303030
- **Course Status:** Course Approved
- **Grade Level(s):** 6, 7, 8
- **Course Path:** Section: Grades PreK to 12 Education
  Courses > Grade Group: Grades 6 to 8 Education
  Courses > Subject: Music Education > SubSubject: Choral Music
  **Abbreviated Title:** M/J CHORUS 4
- **Course Length:** Year (Y)
- **Course Level:** 2

**Educator Certifications**

- Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
## Course Standards

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| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.1.4: | Identify, aurally, a variety of vocal styles and ensembles.  
**Clarifications:**  
e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:**  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.C.2.3: | Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers. |
| MU.68.C.2.4: | Create a composition, manipulating musical elements and exploring the effects of those manipulations. |
| MU.68.F.1.1: | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.  
**Clarifications:**  
e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales |
| MU.68.F.2.1: | Describe several routes a composition or performance could travel from creator to consumer.  
**Clarifications:**  
e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants |
| MU.68.H.1.2: | Identify the works of representative composers within a specific style or time period. |
| MU.68.H.1.3: | Describe how American music has been influenced by other cultures. |
| MU.68.H.1.4: | Classify authentic stylistic features in music originating from various cultures.  
**Clarifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.1.5: | Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre. |
| MU.68.H.2.1: | Describe the influence of historical events and periods on music composition and performance. |
| MU.68.H.2.2: | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  
**Clarifications:**  
e.g., from harpsichord to piano; from phonograph to CD |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period.  
**Clarifications:**  
e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.H.3.1: | Discuss how the absence of music would affect other content areas and contexts.  
**Clarifications:**  
e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| MU.68.O.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.1.2: | Create a composition, manipulating musical elements and exploring the effects of those manipulations.
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<td><strong>MU.68.O.2.2</strong></td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<td><strong>MU.68.O.2.3</strong></td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. <strong>Clarifications:</strong> Improve rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td><strong>MU.68.S.1.1</strong></td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <strong>Clarifications:</strong> e.g., blues, rock</td>
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<td><strong>MU.68.S.1.2</strong></td>
<td>Compose a short musical piece. <strong>Clarifications:</strong> e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</td>
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<td><strong>MU.68.S.1.3</strong></td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. <strong>Clarifications:</strong> Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td><strong>MU.68.S.1.4</strong></td>
<td>Sing and/or play age-appropriate repertoire expressively. <strong>Clarifications:</strong> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td><strong>MU.68.S.2.1</strong></td>
<td>Perform music from memory to demonstrate knowledge of the musical structure. <strong>Clarifications:</strong> e.g., basic themes, patterns, tonality, melody, harmony</td>
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<td><strong>MU.68.S.2.2</strong></td>
<td>Transfer performance techniques from familiar to unfamiliar pieces. <strong>Clarifications:</strong> Demonstrate proper vocal or instrumental technique.</td>
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<td><strong>MU.68.S.2.3</strong></td>
<td>Sight-read standard exercises and simple repertoire. <strong>Clarifications:</strong> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
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<td>Sing or play melodies by ear with support from the teacher and/or peers. <strong>Clarifications:</strong> Perform music from memory to demonstrate knowledge of the musical structure.</td>
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<td><strong>MU.68.S.3.2</strong></td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. <strong>Clarifications:</strong> Sing or play age-appropriate repertoire expressively.</td>
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<td><strong>MA.K12.MTR.1.1</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others: <strong>Clarifications:</strong> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <strong>Mathematicians who demonstrate understanding by representing problems in multiple ways:</strong> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.</td>
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Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

**MA.K12.MTR.5.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.6.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. In 3rd grade, students must have instruction in how to effectively present information to an audience. In 4th grade and beyond, students practice appropriate social and academic language to discuss texts.

In 3rd grade, students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

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**ELA.K12.EE.1.1:**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.3.1:**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.4.1:**

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.5.1:**

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergaten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.68.S.2.1:**

Sustain focused attention, respect, and discipline during classes and performances.

**ELD.K12.ELL.SI.1:**

English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with significant experience in a choral ensemble develop advanced knowledge of vocal techniques, music literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality advanced choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
Educator Certifications

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**LAFS.6.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Standard Relation to Course:** Supporting
Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on the web, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

LAFS.6.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.1.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

LAFS.6.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GENERAL COURSE INFORMATION AND NOTES

VERSION DESCRIPTION

Students with little or no vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303070

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Choral Music
Abbreviated Title: M/J VOCAL TECNQS 1
Course Length: Year (Y)
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<th>Educator Certifications</th>
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## Course Standards

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| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
Clarifications:  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
Clarifications:  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
Clarifications:  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's or others' musical performance resulting from practice or rehearsal.  
Clarifications:  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.O.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
Clarifications:  
e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
Clarifications:  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.S.1.1: | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  
Clarifications:  
e.g., blues, rock |
| MU.68.S.1.4: | Sing or play melodies by ear with support from the teacher and/or peers.  
Clarifications:  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.2.1: | Perform music from memory to demonstrate knowledge of the musical structure.  
Clarifications:  
e.g., basic themes, patterns, tonality, melody, harmony |
| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces.  
Sing and/or play age-appropriate repertoire expressively.  
Clarifications:  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.S.3.1: | Demonstrate proper vocal or instrumental technique.  
Clarifications:  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.68.S.3.2: | Sight-read standard exercises and simple repertoire.  
Clarifications:  
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
| MU.68.S.3.3: | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.  
Clarifications:  
e.g., error detection, interval reinforcement |
| MU.68.S.3.4: | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  
Clarifications:  
e.g., independently, collaboratively |

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### MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clariﬁcations:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical ﬂuency.
Mathematicians who complete tasks with mathematical ﬂuency:
- Select efﬁcient and appropriate methods for solving problems within the given context.
- Maintain ﬂexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with conﬁdence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efﬁciency when performing calculations.

**Clariﬁcations:**
Teachers who encourage students to complete tasks with mathematical ﬂuency:
- Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
- Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
- Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

Engage in discussions that reﬂect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efﬁciency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clariﬁcations:**
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clariﬁcations:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate possible solutions based on the given context.

**Clariﬁcations:**
Teachers who encourage students to assess the reasonableness of solutions:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**MLA.MTR.7.1:**

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**ELA.K12.EE.6.1:**

- Clarifications:
  - Teachers encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.3.1:**

- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Read and comprehend grade-level complex texts proficiently.

**ELA.K12.EE.4.1:**

- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.4.1:**

- Clarifications:
  - In kindergarten, students learn to listen to one another respectfully.
  - In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
  - In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**

- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**

- Use appropriate voice and tone when speaking or writing.

**ELD.K12.ELL.SI.1:**

- English language learners communicate for social and instructional purposes within the school setting.

**GENERAL COURSE INFORMATION AND NOTES**

Students with little or no vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, études, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE's and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: 
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303070

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Choral Music
Abbreviated Title: M/J VOCAL TECNQS 1
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 6,7,8

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<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
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<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<td>MU.68.F.3.1:</td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking.</td>
<td>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
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<td>MU.68.H.2.2:</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
<td>e.g., from harpsichord to piano; from phonograph to CD</td>
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<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td>MU.68.O.1.1:</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<td>MU.68.O.2.2:</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition.</td>
<td>e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
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<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<td>MU.68.O.3.2:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td>MU.68.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td>MU.68.S.1.4:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>MU.68.S.2.1:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
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<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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<td>MU.68.S.3.1:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
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<td>MU.68.S.3.2:</td>
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<td>MU.68.S.3.3:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
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<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
<td>e.g., error detection, interval reinforcement</td>
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<td>MU.68.S.3.5:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
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<td>Standard Relation to Course: Supporting</td>
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<tr>
<td><strong>MU.68.S.3.6:</strong> Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
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<td><strong>Clari</strong>f<strong>ications:</strong> e.g., independently, collaboratively</td>
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<td><strong>LAFS.68.RST.2.4:</strong> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
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<td><strong>LAFS.68.WHST.2.4:</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td><strong>LAFS.7.SL.1.1:</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
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<tr>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
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<td>b. Follow rules for collegiate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
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<td>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
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<td>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
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<td><strong>LAFS.7.SL.1.2:</strong> 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.</td>
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<td><strong>LAFS.7.SL.1.4:</strong> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Use appropriate tools strategically.</strong></td>
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<td><strong>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.</strong></td>
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<td>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
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<td><strong>Attend to precision.</strong></td>
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<td><strong>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</strong></td>
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<tr>
<td><strong>Look for and make use of structure.</strong></td>
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<tr>
<td><strong>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</strong></td>
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<tr>
<td><strong>ELD.K12.ELL.SI.1:</strong> English language learners communicate for social and instructional purposes within the school setting.</td>
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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area...
concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303080

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
Choral Music >
Abbreviated Title: M/J VOCAL TECNQS 2
Course Length: Year (Y)
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12) |
| Vocal Music (Elementary and Secondary Grades K-12) |
## Course Standards

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<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<td>MU.68.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
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<tr>
<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., intonation, balance, blend, phrasing, rhythm</td>
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<tr>
<td>MU.68.C.2.2:</td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
</tr>
<tr>
<td>MU.68.F.3.1:</td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
</tr>
<tr>
<td>MU.68.H.2.2:</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., from harpsichord to piano; from phonograph to CD</td>
</tr>
<tr>
<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<tr>
<td>MU.68.O.1.1:</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
</tr>
<tr>
<td>MU.68.O.2.2:</td>
<td>Demonstrate knowledge of major and minor tonalities through performance and composition.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., scales; key signatures; relative major/minor; parallel major/minor</td>
</tr>
<tr>
<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<tr>
<td>MU.68.O.3.2:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<tr>
<td>MU.68.S.1.1:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., blues, rock</td>
</tr>
<tr>
<td>MU.68.S.1.4:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td>MU.68.S.2.1:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<tr>
<td>MU.68.S.2.2:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., basic themes, patterns, tonality, melody, harmony</td>
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<tr>
<td>MU.68.S.3.1:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
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<tr>
<td>MU.68.S.3.2:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., error detection, interval reinforcement</td>
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<tr>
<td>MU.68.S.3.5:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
</tr>
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</table>
Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.

Engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

- Connect solutions of problems to more complicated large-scale situations.
- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.
- Clarifications:
- Demonstrate understanding by representing problems in multiple ways.
- Complete tasks with mathematical fluency.
- Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.
- Teachers who encourage students to complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to analyze and problem solve.

Clarifications:

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.

Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
Provide opportunities for students to create plans and procedures to solve problems.
Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, "Does this solution make sense? How do you know?"
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303080
Course Path: Section: Grades PreK to 12 Education
  Courses > Grade Group: Grades 6 to 8 Education
  Courses > Subject: Music Education > SubSubject:
  Choral Music >
  Abbreviated Title: M/J VOCAL TECNQS 2
  Course Length: Year (Y)
  Course Level: 2
  Course Status: State Board Approved
  Grade Level(s): 6,7,8

Educator Certifications

Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
### Course Standards

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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:**  
e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:**  
e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. |
| MU.68.H.1.4: | Classify authentic stylistic features in music originating from various cultures.  
**Clarifications:**  
e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period.  
**Clarifications:**  
Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. |
| MU.68.H.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.3.1: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.  
**Clarifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.O.3.2: | Sing or play melodies by ear with support from the teacher and/or peers.  
**Clarifications:**  
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.O.3.5: | Sight-read standard exercises and simple repertoire.  
**Clarifications:**  
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
| MU.68.O.3.6: | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  
**Clarifications:**  
e.g., independently, collaboratively |
| LAFS.6.SL.1.1: | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
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<td>LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
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<td>LAFS.6.SL.1.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<td>LAFS.6.BF.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
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<td>LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.</td>
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<td>LAFS.K12.MP.5.1: Use appropriate tools strategically.</td>
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<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
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<td>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</td>
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<td>LAFS.K12.MP.7.1: Look for and make use of structure.</td>
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<td>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</td>
<td></td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</td>
<td></td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with little or no small vocal ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

Course Number: 1303100

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Choral Music >
Educator Certifications

<table>
<thead>
<tr>
<th>Instrumental Music (Secondary Grades 7-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
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<tr>
<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
</tr>
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<td>Music (Elementary and Secondary Grades K-12)</td>
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</tbody>
</table>

Abbreviated Title: M/J VOCAL ENS 1
Course Length: Year (Y)
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6, 7, 8
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<thead>
<tr>
<th>Name</th>
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<td>MU.68.C.1.1:</td>
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<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</td>
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<td><strong>Clarifications:</strong> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
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<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td><strong>Clarifications:</strong> e.g., intonation, balance, blend, phrasing, rhythm</td>
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<td>MU.68.C.2.2:</td>
<td>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</td>
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<td><strong>Clarifications:</strong> e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<td>MU.68.F.3.2:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>MU.68.H.1.4:</td>
<td>Classify authentic stylistic features in music originating from various cultures.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
</tr>
<tr>
<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration,</td>
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<tr>
<td>MU.68.H.3.1:</td>
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<td><strong>Clarifications:</strong> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
</tr>
<tr>
<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.68.O.3.2:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
</tr>
<tr>
<td>MU.68.S.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Sing or play melodies by ear with support from the teacher and/or peers.</td>
</tr>
<tr>
<td>MU.68.S.1.4:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
</tr>
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<td></td>
<td><strong>Clarifications:</strong> e.g., melodies using traditional classroom instruments and/or voice</td>
</tr>
<tr>
<td>MU.68.S.2.2:</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
<tr>
<td>MU.68.S.3.1:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
</tr>
<tr>
<td>MU.68.S.3.2:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>MU.68.S.3.3:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
</tr>
<tr>
<td>MU.68.S.3.4:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., error detection, interval reinforcement</td>
</tr>
<tr>
<td>MU.68.S.3.6:</td>
<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., independently, collaboratively</td>
</tr>
</tbody>
</table>

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
<th>Demonstrate understanding by representing problems in multiple ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 13, 2013</td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>- Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td></td>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td></td>
<td>- Express connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>- Choose a representation based on the given context or purpose.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>- Help students make connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<tr>
<td></td>
<td>- Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<tr>
<td></td>
<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Complete tasks with mathematical fluency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 13, 2013</td>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td></td>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<tr>
<td></td>
<td>- Complete tasks accurately and with confidence.</td>
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<tr>
<td></td>
<td>- Adapt procedures to apply them to a new context.</td>
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<td></td>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td></td>
<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
</tr>
<tr>
<td></td>
<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 13, 2013</td>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td></td>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>- Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>- Compare the efficiency of a method to those expressed by others.</td>
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<tr>
<td></td>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
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<tr>
<td></td>
<td>- Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td></td>
<td>- Construct possible arguments based on evidence.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td></td>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td></td>
<td>- Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td></td>
<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
<tr>
<td></td>
<td>- Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Use patterns and structure to help understand and connect mathematical concepts.</th>
</tr>
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<tbody>
<tr>
<td>April 13, 2013</td>
<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td></td>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td></td>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
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<tr>
<td></td>
<td>- Decompose a complex problem into manageable parts.</td>
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<tr>
<td></td>
<td>- Relate previously learned concepts to new concepts.</td>
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<td></td>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td></td>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td></td>
<td>- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
</tr>
<tr>
<td></td>
<td>- Support students to develop generalizations based on the similarities found among problems.</td>
</tr>
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<td>- Provide opportunities for students to create plans and procedures to solve problems.</td>
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<td></td>
<td>- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
</tr>
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<tr>
<td>April 13, 2013</td>
<td>Mathematicians who assess the reasonableness of solutions:</td>
</tr>
<tr>
<td></td>
<td>- Estimate to discover possible solutions.</td>
</tr>
<tr>
<td></td>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
</tr>
<tr>
<td></td>
<td>- Check calculations when solving problems.</td>
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<tr>
<td></td>
<td>- Verify possible solutions by explaining the methods used.</td>
</tr>
<tr>
<td></td>
<td>- Evaluate results based on the given context.</td>
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### General Course Information and Notes

**Version Description**

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### Table of Clarifications

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<tr>
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<tr>
<td><strong>ELA.K12.EE.1.1:</strong></td>
<td>Cite evidence to explain and justify reasoning.</td>
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<td><strong>ELA.K12.EE.2.1:</strong></td>
<td>Read and comprehend grade-level complex texts proficiently.</td>
</tr>
<tr>
<td><strong>ELA.K12.EE.3.1:</strong></td>
<td>Make inferences to support comprehension.</td>
</tr>
<tr>
<td><strong>ELA.K12.EE.4.1:</strong></td>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
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<tr>
<td><strong>ELA.K12.EE.5.1:</strong></td>
<td>Use the accepted rules governing a specific format to create quality work.</td>
</tr>
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<td><strong>ELA.K12.EE.6.1:</strong></td>
<td>Use appropriate voice and tone when speaking or writing.</td>
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<tr>
<td><strong>ELD.K12.ELL.SI.1:</strong></td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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### General Course Information and Notes

**Teachers who encourage students to assess the reasonableness of solutions:**
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

**Mathematicians who apply mathematics to real-world contexts:**
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.2.1:**

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
  - In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
  - In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SI.1:**

**Clarifications:**
- English language learners communicate for social and instructional purposes within the school setting.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION
Course Number: 1303100
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
Choral Music >
Abbreviated Title: M/J VOCAL ENS 1
Course Length: Year (Y)
Course Level: 2

Grade Level(s): 6,7,8

Educator Certifications
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
## Course Standards

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<tr>
<th>Name</th>
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| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
  **Clarifications:**  
  e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
  **Clarifications:**  
  e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
  **Clarifications:**  
  e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
  **Clarifications:**  
  e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.F.2.1: | Describe several routes a composition or performance could travel from creator to consumer.  
  **Clarifications:**  
  e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales |
| MU.68.F.3.1: | Describe how studying music can enhance citizenship, leadership, and global thinking.  
  **Clarifications:**  
  e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.  
  **Clarifications:**  
  e.g., copyright laws, fair use, licensing, digital rights management, streaming services, downloads |
| MU.68.H.1.4: | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
  **Clarifications:**  
  e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period.  
  **Clarifications:**  
  e.g., literature, poetry, drama, fiction, historical context, cultural traditions, ceremonial music, sales and advertising, communication |
| MU.68.H.3.1: | Discuss how the absence of music would affect other content areas and contexts.  
  **Clarifications:**  
  e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| MU.68.O.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
  **Clarifications:**  
  e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
  **Clarifications:**  
  e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.3.2: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.  
  **Clarifications:**  
  e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.S.1.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
  **Clarifications:**  
  e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.2.1: | Sing or play melodies by ear with support from the teacher and/or peers.  
  **Clarifications:**  
  e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.S.3.2: | Demonstrate proper vocal or instrumental technique.  
  **Clarifications:**  
  e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.68.S.3.3: | Sight-read standard exercises and simple repertoire.  
  **Clarifications:**  
  e.g., melodies using traditional classroom instruments and/or voice |
Clear presentations of mathematical arguments are crucial. Students should be able to alternate between the general and the specific in their arguments. They should be able to apply the phrases “among other things” and “as a consequence” and know what they mean. They should know and be able to illustrate and explain the difference between solutions to a problem and conclusions about a problem. They should be able to distinguish between relative and absolute error. They should be able to use examples to illustrate explanations and conclusions. They should be able to display an appreciation for the power of mathematical reasoning. They should be able to explain the relevance of the math content in their lives.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a graphing calculator, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a graphing calculator, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

**LAFS.68.SL.1.2:** 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.

**LAFS.68.SL.1.3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**LAFS.68.SL.1.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**Use appropriate tools strategically.**

**MAFS.12.K.MP.5.1:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**Attend to precision.**

**MAFS.12.K.MP.6.1:** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**Look for and make use of structure.**

**MAFS.12.K.MP.7.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SL.1:**

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with previous vocal ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

**Course Number:** 1303110

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Choral Music

**Abbreviated Title:** M/J VOCAL ENS 2

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Instrumental Music (Secondary Grades 7-12)</th>
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<tbody>
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</table>
MU.68.S.3.3: Clarifications:
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

MU.68.S.3.4: Clarifications:
e.g., error detection, interval reinforcement

Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

MU.68.S.3.6: Clarifications:
e.g., independently, collaboratively

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1: Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1: Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1: Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1: Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
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<tr>
<td>• Support students to develop generalizations based on the similarities found among problems.</td>
</tr>
<tr>
<td>• Provide opportunities for students to create plans and procedures to solve problems.</td>
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<tr>
<td>• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
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<tr>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
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<tr>
<td>• Have students estimate or predict solutions prior to solving.</td>
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<tr>
<td>• Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
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<tr>
<td>• Reinforce that students check their work as they progress within and after a task.</td>
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<tr>
<td>• Strengthen students’ ability to verify solutions through justifications.</td>
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<tr>
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<tr>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
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<tr>
<td>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
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<tr>
<td>• Challenge students to question the accuracy of their models and methods.</td>
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<tr>
<td>• Support students as they validate conclusions by comparing them to the given situation.</td>
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<tr>
<td>• Indicate how various concepts can be applied to other disciplines.</td>
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<th>Clarifications:</th>
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<tbody>
<tr>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
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<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
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<tr>
<th>Clarifications:</th>
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<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
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<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
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<tbody>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.</td>
</tr>
<tr>
<td>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
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<tbody>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
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<tbody>
<tr>
<td>Use appropriate voice and tone when speaking or writing.</td>
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</tbody>
</table>
General Course Information and Notes

VERSION DESCRIPTION

Students with previous vocal ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 1303110
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Choral Music
Abbreviated Title: M/J VOCAL ENS 2
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications

Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>MU.68.C.1.1:</td>
<td><strong>Develop strategies for listening to unfamiliar musical works.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.68.C.1.2:</td>
<td><strong>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.68.C.2.1:</td>
<td><strong>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;e.g., intonation, balance, blend, phrasing, rhythm</td>
</tr>
<tr>
<td>MU.68.C.2.2:</td>
<td><strong>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<tr>
<td>MU.68.C.3.1:</td>
<td><strong>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</strong></td>
</tr>
<tr>
<td>MU.68.F.2.2:</td>
<td><strong>Describe and discuss how professional concert attendance can financially impact a community.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</td>
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<tr>
<td>MU.68.F.3.1:</td>
<td><strong>Describe how studying music can enhance citizenship, leadership, and global thinking.</strong></td>
</tr>
<tr>
<td>MU.68.F.3.2:</td>
<td><strong>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</strong></td>
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<td>MU.68.H.1.1:</td>
<td><strong>Describe the influence of historical events and periods on music composition and performance.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
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<tr>
<td>MU.68.H.1.2:</td>
<td><strong>Identify the works of representative composers within a specific style or time period.</strong></td>
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<tr>
<td>MU.68.H.1.4:</td>
<td><strong>Classify authentic stylistic features in music originating from various cultures.</strong></td>
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<td>MU.68.H.2.1:</td>
<td><strong>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<tr>
<td>MU.68.H.2.2:</td>
<td><strong>Discuss how the absence of music would affect other content areas and contexts.</strong></td>
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<td><strong>Identify performances of a musical work to identify artistic choices made by performers.</strong></td>
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<td>MU.68.H.3.2:</td>
<td><strong>Compare performances of a musical work to identify artistic choices made by performers.</strong></td>
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<td>MU.68.H.3.3:</td>
<td><strong>Demonstrate knowledge of major and minor tonalities through performance and composition.</strong></td>
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<td>MU.68.H.3.4:</td>
<td><strong>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</strong></td>
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<td>MU.68.S.1.1:</td>
<td><strong>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</strong></td>
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<td>MU.68.S.1.2:</td>
<td><strong>Sing or play melodies by ear with support from the teacher and/or peers.</strong></td>
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<td>MU.68.S.1.3:</td>
<td><strong>Perform music from memory to demonstrate knowledge of the musical structure.</strong></td>
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<td>MU.68.S.1.4:</td>
<td><strong>Transfer performance techniques from familiar to unfamiliar pieces.</strong></td>
</tr>
</tbody>
</table>
### General Course Information and Notes

- **Sing and/or play age-appropriate repertoire expressively.**

  **Clarifications:**
  - e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

- **Demonstrate proper vocal or instrumental technique.**

  **Clarifications:**
  - e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

- **Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.**

  **Clarifications:**
  - e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

- **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.**

- **Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.**

  **Clarifications:**
  - e.g., error detection, interval reinforcement

- **Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.**

  **Clarifications:**
  - e.g., independently, collaboratively

#### Standard Relation to Course: Supporting

- **Sing and/or play age-appropriate repertoire expressively.**

  **Clarifications:**
  - e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

- **Demonstrate proper vocal or instrumental technique.**

  **Clarifications:**
  - e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

- **Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.**

  **Clarifications:**
  - e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

- **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.**

- **Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.**

  **Clarifications:**
  - e.g., error detection, interval reinforcement

- **Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.**

  **Clarifications:**
  - e.g., independently, collaboratively
Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality vocal ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303120
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: Choral Music
Abbreviated Title: M/J VOCAL ENS 3
Course Length: Year (Y)
Course Level: 2
Course Status: Course Approved
Grade Level(s): 6, 7, 8

Educator Certifications

| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12) |
| Vocal Music (Elementary and Secondary Grades K-12) |
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| **MU.68.C.1.1:** | Develop strategies for listening to unfamiliar musical works.  
**Clarifications:** e.g., listening maps, active listening, checklists |
| **MU.68.C.1.2:** | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clarifications:** e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| **MU.68.C.2.1:** | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:** e.g., intonation, balance, blend, phrasing, rhythm |
| **MU.68.C.2.2:** | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:** e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| **MU.68.C.3.1:** | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
| **MU.68.F.2.2:** | Describe how concert attendance can financially impact a community.  
**Clarifications:** e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants |
| **MU.68.F.3.1:** | Describe how studying music can enhance citizenship, leadership, and global thinking.  
**Clarifications:** e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| **MU.68.F.3.2:** | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. |
| **MU.68.H.1.1:** | Describe the functions of music from various cultures and time periods. |
| **MU.68.H.1.2:** | Identify the works of representative composers within a specific style or time period.  
**Clarifications:** Classify authentic stylistic features in music originating from various cultures.  
**Clarifications:** e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| **MU.68.H.1.4:** | Describe the influence of historical events and periods on music composition and performance. |
| **MU.68.H.2.1:** | Classify the literature being studied by genre, style, and/or time period.  
**Clarifications:** Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clarifications:** e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| **MU.68.H.3.1:** | Discuss how the absence of music would affect other content areas and contexts.  
**Clarifications:** e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays |
| **MU.68.H.3.2:** | Compare performances of a musical work to identify artistic choices made by performers.  
**Clarifications:** e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| **MU.68.O.1.1:** | Demonstrate knowledge of major and minor tonalities through performance and composition.  
**Clarifications:** e.g., scales; key signatures; relative major/minor; parallel major/minor |
| **MU.68.O.2.2:** | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clarifications:** e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| **MU.68.O.3.1:** | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. |
| **MU.68.O.3.2:** | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
**Clarifications:** Sing or play melodies by ear with support from the teacher and/or peers.  
**Clarifications:** e.g., melodies using traditional classroom instruments and/or voice |
| **MU.68.S.1.3:** | Perform music from memory to demonstrate knowledge of the musical structure.  
**Clarifications:** e.g., basic themes, patterns, tonality, melody, harmony |
| **MU.68.S.1.4:** | Transfer performance techniques from familiar to unfamiliar pieces. |
Sing and/or play age-appropriate repertoire expressively.

**Clarifications:**
e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

Demonstrate proper vocal or instrumental technique.

**Clarifications:**
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Sight-read standard exercises and simple repertoire.

**Clarifications:**
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

**Clarifications:**
e.g., error detection, interval reinforcement

Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

**Clarifications:**
e.g., independently, collaboratively

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students...
**VERSION DESCRIPTION**

Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality vocal ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1303120
- **Course Status:** State Board Approved
- **Grade Level(s):** 6, 7, 8

- **Course Path: Section:** Grades PreK to 12 Education
  - Courses > Grade Group: Grades 6 to 8 Education
  - Courses > Subject: Music Education > SubSubject:
    - Choral Music

- **Abbreviated Title:** M/J VOCAL ENS 3
- **Course Length:** Year (Y)
- **Course Level:** 2

**Educator Certifications**

- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
## Course Standards

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<td>Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.</td>
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<td>Create an original composition that reflects various performances that use &quot;traditional&quot; and contemporary technologies. <strong>Clarifications:</strong> e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software</td>
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<td>MU.68.F.2.1</td>
<td>Describe several routes a composition or performance could travel from creator to consumer. <strong>Clarifications:</strong> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
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<td>MU.68.F.3.2</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>MU.68.F.3.3</td>
<td>Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. <strong>Clarifications:</strong> e.g., idea, development, editing, selling, revising, testing, presenting</td>
</tr>
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<td>MU.68.H.2.2</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced. <strong>Clarifications:</strong> e.g., from harpsichord to piano; from phonograph to CD</td>
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<td>MU.68.H.3.1</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
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<td>MU.68.O.2.1</td>
<td>Create a composition, manipulating musical elements and exploring the effects of those manipulations. <strong>Clarifications:</strong> e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</td>
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<td>MU.68.O.3.1</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<td>MU.68.S.1.2</td>
<td>Compose a short musical piece. <strong>Clarifications:</strong> e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</td>
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<td>MU.68.S.1.3</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<tr>
<td>MU.68.S.1.8</td>
<td>Demonstrate specified mixing and editing techniques using selected software and hardware.</td>
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| LAFS.6.SL.1.1 | Engage effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| LAFS.6.SL.1.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LAFS.6.SL.1.3 | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| LAFS.6.SL.2.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| LAFS.68.RST.2.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| LAFS.68.WHST.3.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| LAFS.68.WHST.3.9 | Draw evidence from informational texts to support analysis reflection, and research. **Use appropriate tools strategically:** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools.
might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### Standard Relation to Course: Supporting

**As an Area of Application for Mathematical Proficiency:**

Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Sustain focused attention, respect, and discipline during classes and performances.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students investigate the fundamental applications, tools, history, and aesthetics of music technology. Student musicians explore traditional, current, and emerging technologies, including personal devices; and use them to explore, capture, create, arrange, manipulate, reproduce, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**Educator Certifications**

- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
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<td>MU.68.F.3.3:</td>
<td>Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., idea, development, editing, selling, revising, testing, presenting</td>
</tr>
<tr>
<td>MU.68.H.2.2:</td>
<td>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</td>
</tr>
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<td>MU.68.H.3.1:</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
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<td>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</td>
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<td>MU.68.O.2.1:</td>
<td>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</td>
</tr>
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<td>Clarifications:</td>
<td>e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</td>
</tr>
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<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Compose a short musical piece.</td>
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<td>Clarifications:</td>
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<td>MA.K12.MTR.1.3:</td>
<td>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.8:</td>
<td>Demonstrate specified mixing and editing techniques using selected software and hardware.</td>
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<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., help students make connections between concepts and representations</td>
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- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

**Clariﬁcations:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**
Make inferences to support comprehension.

**ELA.K12.EE.3.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clariﬁcations:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELA.K12.EE.4.1:**
Use the accepted rules governing a specific format to create quality work.

**Clariﬁcations:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.5.1:**
Use appropriate voice and tone when speaking or writing.

**ELA.K12.EE.6.1:**
Sustain focused attention, respect, and discipline during classes and performances.

**Clariﬁcations:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.68.S.2.1:**
English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students investigate the fundamental applications, tools, history, and aesthetics of music technology. Student musicians explore traditional, current, and emerging technologies, including personal devices; and use them to explore, capture, create, arrange, manipulate, reproduce, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
Educator Certifications

<table>
<thead>
<tr>
<th>Instrumental Music (Secondary Grades 7-12)</th>
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</thead>
<tbody>
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<tr>
<td>Music (Elementary and Secondary Grades K-12)</td>
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<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
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## Course Standards

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<tr>
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| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
**Clariations:** e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clariations:** e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clariations:** e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.  
**Clariations:** e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.F.3.2: | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. |
| MU.68.H.1.4: | Classify authentic stylistic features in music originating from various cultures.  
**Clariations:** e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.H.3.1: | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clariations:** e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
**Clariations:** e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.O.3.2: | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. |
| MU.68.S.1.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. |
| MU.68.S.1.4: | Sing or play melodies by ear with support from the teacher and/or peers.  
**Clariations:** e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces. |
| MU.68.S.3.1: | Sing and/or play age-appropriate repertoire expressively.  
**Clariations:** e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.S.3.2: | Demonstrate proper vocal or instrumental technique.  
**Clariations:** e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.68.S.3.3: | Sight-read standard exercises and simple repertoire.  
**Clariations:** e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
| MU.68.S.3.4: | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.  
**Clariations:** e.g., error detection, interval reinforcement |
| MU.68.S.3.6: | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  
**Clariations:** e.g., independently, collaboratively |
| LAFS.6.SL.1.1: | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  
  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
### Standard Relation to Course: Supporting

<table>
<thead>
<tr>
<th>Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LAFS.6.SL.1.2:</td>
<td>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
</tr>
<tr>
<td>LAFS.6.SL.1.3:</td>
<td>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
</tr>
<tr>
<td>LAFS.6.SL.2.4:</td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>LAFS.6.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
</tr>
<tr>
<td>LAFS.6.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>LAFS.6.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1:</td>
<td>Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1:</td>
<td>Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</td>
</tr>
<tr>
<td>MAFS.K12.MP.7.1:</td>
<td>Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</td>
</tr>
</tbody>
</table>

### General Course Information and Notes

**GENERAL INFORMATION**

**Course Number:** 1303200

**Course Path:** Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 6 to 8 Education  
Courses > Subject: Music Education > SubSubject:
### Educator Certifications

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#### General Music

**Abbreviated Title:** M/J MUSIC ENS 1  
**Course Length:** Year (Y)  
**Course Level:** 2  
**Course Status:** Course Approved  
**Grade Level(s):** 6, 7, 8
## Course Standards

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<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td><strong>Clarifications:</strong></td>
<td>Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
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</table>
Cultivate a community of growth mindset learners.
Foster perseverance in students by choosing tasks that are challenging.
Develop students’ ability to analyze and problem solve.
Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
### General Course Information and Notes

Students with little or no small vocal or instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### Version Description

Students with little or no small vocal or instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303200
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
General Music
Abbreviated Title: M/J MUSIC ENS 1
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6,7,8

Educator Certifications
Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
<table>
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<tr>
<th>Name</th>
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<tbody>
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<td>MU.68.C.1.1:</td>
<td>Develop strategies for listening to unfamiliar musical works.</td>
</tr>
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<td>Clarifications:</td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.68.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.</td>
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<td>Clarifications:</td>
<td>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.68.C.2.1:</td>
<td>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</td>
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<td>Clarifications:</td>
<td>e.g., intonation, balance, blend, phrasing, rhythm</td>
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<tr>
<td>MU.68.C.2.2:</td>
<td>Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.</td>
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<td>Clarifications:</td>
<td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td>
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<tr>
<td>MU.68.F.2.1:</td>
<td>Describe several routes a composition or performance could travel from creator to consumer.</td>
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<td>Clarifications:</td>
<td>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</td>
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<td>MU.68.F.3.1:</td>
<td>Describe how studying music can enhance citizenship, leadership, and global thinking.</td>
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<td>Clarifications:</td>
<td>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</td>
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<td>MU.68.F.3.2:</td>
<td>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</td>
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<td>Clarifications:</td>
<td>Classify authentic stylistic features in music originating from various cultures.</td>
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<td>MU.68.H.1.4:</td>
<td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td>
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<td>Clarifications:</td>
<td>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</td>
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<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td>Discuss how the absence of music would affect other content areas and contexts.</td>
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<td>Clarifications:</td>
<td>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</td>
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<td>MU.68.O.1.1:</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
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<td>Clarifications:</td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</td>
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<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td>Clarifications:</td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<tr>
<td>MU.68.O.3.2:</td>
<td>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</td>
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<td>Clarifications:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td>MU.68.S.1.3:</td>
<td>Arranging a short musical piece by manipulating melody, form, rhythm, and/or voicing.</td>
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<td>Clarifications:</td>
<td>e.g., melodies using traditional classroom instruments and/or voice</td>
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<td>MU.68.S.1.4:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
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<td>Clarifications:</td>
<td>e.g., basic themes, patterns, tonality, melody, harmony</td>
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<td>MU.68.S.2.1:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
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<td>Clarifications:</td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
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<td>MU.68.S.2.2:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
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<td>Clarifications:</td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td>Sight-read standard exercises and simple repertoire.</td>
<td></td>
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MU.68.S.3.3: Clarifications:
e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

MU.68.S.3.4: Clarifications:
e.g., error detection, interval reinforcement

MU.68.S.3.6: Clarifications:
e.g., independently, collaboratively

LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Standard Relation to Course: Supporting

LAFS.7.SL.1.2: 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.

LAFS.7.SL.1.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.1.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategizing using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

MAFS.K12.MP.5.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

MAFS.K12.MP.6.1: Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

Standard Relation to Course: Supporting

ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous vocal or instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303210
Course Status: Course Approved
Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject:
General Music

Abbreviated Title: M/J MUSIC ENS 2
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
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<td><strong>MU.68.S.1.4:</strong></td>
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<td><strong>MU.68.S.2.1:</strong></td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
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<td><strong>MU.68.S.2.2:</strong></td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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<td><strong>MU.68.S.3.1:</strong></td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
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<td>Demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Sight-read standard exercises and simple repertoire.</strong></td>
<td><strong>Clarifications:</strong></td>
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<td><strong>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming.</strong></td>
<td><strong>Clarifications:</strong></td>
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**MU.68.H.3.2:** Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Clarifications: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect.

---

**MU.68.F.3.2:** Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Clarifications: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales.

---

**MU.68.H.3.1:** Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Clarifications: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication.

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**MU.68.H.2.3:** Classify the literature being studied by genre, style, and/or time period. Clarifications: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication.

---

**MU.68.H.3.2:** Discuss how the absence of music would affect other content areas and contexts. Clarifications: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays.

---

**MU.68.O.3.1:** Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Clarifications: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration.

---

**MU.68.O.3.2:** Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Clarifications: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration.

---

**MU.68.S.1.3:** Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. Clarifications: e.g., techniques, patterns, tonality, melody, harmony.

---

**MU.68.S.1.4:** Sing or play melodies by ear with support from the teacher and/or peers. Clarifications: e.g., melodies using traditional classroom instruments and/or voice.

---

**MU.68.S.2.1:** Perform music from memory to demonstrate knowledge of the musical structure. Clarifications: e.g., basic themes, patterns, tonality, melody, harmony.

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**MU.68.S.2.2:** Transfer performance techniques from familiar to unfamiliar pieces. Clarifications: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response.
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| MU.68.S.3.3: | **Clarifications:**
e.g., note and rest values, key signatures, expressive markings, special harmonic and/or notation symbols |
| MU.68.S.3.4: | **Clarifications:**
e.g., error detection, interval reinforcement |
| MU.68.S.3.6: | **Clarifications:**
e.g., independently, collaboratively |
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose. |
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations. |
| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence. |
| | Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts. |
### MA.K12.MTR.5.1:
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorpo rate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous vocal or instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303210
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Music Education > SubSubject: General Music
Abbreviated Title: M/J MUSIC ENS 2
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 6, 7, 8

Educator Certifications

Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
## Course Standards

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**Clarifications:** e.g., listening maps, active listening, checklists |
| **MU.68.C.1.2:** | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
**Clarifications:** e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| **MU.68.C.2.1:** | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
**Clarifications:** e.g., intonation, balance, blend, phrasing, rhythm |
| **MU.68.C.2.2:** | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
**Clarifications:** e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| **MU.68.C.3.1:** | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.  
**MU.68.F.2.2:** Describe how concert attendance can financially impact a community.  
**Clarifications:** e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants |
| **MU.68.F.3.1:** | Describe how studying music can enhance citizenship, leadership, and global thinking.  
**Clarifications:** e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect |
| **MU.68.F.3.2:** Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.  
**MU.68.H.1.1:** Describe the functions of music from various cultures and time periods.  
**MU.68.H.1.2:** Identify the works of representative composers within a specific style or time period.  
**MU.68.H.1.4:** | Classify authentic stylistic features in music originating from various cultures.  
**Clarifications:** e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
| **MU.68.H.2.1:** Describe the influence of historical events and periods on music composition and performance.  
**MU.68.H.2.3:** | Classify the literature being studied by genre, style, and/or time period.  
**Clarifications:** Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  
**Clarifications:** e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
| **MU.68.H.3.1:** Discuss how the absence of music would affect other content areas and contexts.  
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| **MU.68.H.3.2:** | Compare performances of a musical work to identify artistic choices made by performers.  
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**Clarifications:** e.g., scales; key signatures; relative major/minor; parallel major/minor |
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| **MU.68.O.3.1:** Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.  
**Clarifications:** e.g., basic themes, patterns, tonality, melody, harmony |
| **MU.68.S.1.3:** Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
**Clarifications:** Sing or play melodies by ear with support from the teacher and/or peers.  
**Clarifications:** e.g., melodies using traditional classroom instruments and/or voice |
| **MU.68.S.2.2:** Transfer performance techniques from familiar to unfamiliar pieces.  
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Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 topics and texts.

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated by a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can be used to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence identifying when irrelevant evidence is introduced.

Eld.F.68.Ell.1.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.
Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality vocal or instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

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GENERAL INFORMATION

**Course Number:** 1303220  
**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Music Education > SubSubject: General Music >  
**Abbreviated Title:** M/J MUSIC ENS 3  
**Course Length:** Year (Y)  
**Course Level:** 2  
**Course Status:** Course Approved  
**Grade Level(s):** 6, 7, 8

**Educator Certifications**

Instrumental Music (Secondary Grades 7-12)  
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**Clarifications:**  
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| MU.68.S.1.3: | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  
**Clarifications:**  
e.g., basic themes, patterns, tonality, melody, harmony |
| MU.68.S.1.4: | Sing or play melodies by ear with support from the teacher and/or peers.  
**Clarifications:**  
e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.2.1: | Perform music from memory to demonstrate knowledge of the musical structure.  
**Clarifications:**  
e.g., basic themes, patterns, tonality, melody, harmony |
<p>| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces. |</p>
<table>
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<tr>
<th>MU.68.S.3.1:</th>
<th>Sing and/or play age-appropriate repertoire expressively.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
</tr>
</tbody>
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<tr>
<th>MU.68.S.3.2:</th>
<th>Demonstrate proper vocal or instrumental technique.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
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<tr>
<th>MU.68.S.3.3:</th>
<th>Sight-read standard exercises and simple repertoire.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
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<th>MU.68.S.3.4:</th>
<th>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</th>
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<tbody>
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<td><strong>Clarifications:</strong></td>
<td>e.g., error detection, interval reinforcement</td>
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<tr>
<th>MU.68.S.3.6:</th>
<th>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., independently, collaboratively</td>
</tr>
</tbody>
</table>

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:**
Mathematicians who participate in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**Demonstrate understanding by representing problems in multiple ways.**
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**MA.K12.MTR.2.1:**
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**MA.K12.MTR.3.1:**
Mathematicians who complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
### Mathematics (MA.K12.MTR)

#### MA.K12.MTR.5.1

- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Read and comprehend grade-level complex texts proficiently.**

- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**

- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
### General Course Information and Notes

**VERSION DESCRIPTION**

Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality vocal or instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

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**GENERAL INFORMATION**

- **Course Number:** 1303220
- **Course Status:** State Board Approved
- **Course Path:** Section: Grades PreK to 12 Education
  Courses > Grade Group: Grades 6 to 8 Education
  Courses > Subject: Music Education > SubSubject: General Music
- **Abbreviated Title:** M/J MUSIC ENS 3
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Grade Level(s):** 6, 7, 8

**Educator Certifications**

- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
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<td>MU.68.H.2.3:</td>
<td>Classify the literature being studied by genre, style, and/or time period.</td>
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<td>MU.68.O.1.1:</td>
<td>Compare performances of a musical work to identify artistic choices made by performers.</td>
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<td>MU.68.O.3.1:</td>
<td>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</td>
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<td>MU.68.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., blues, rock</td>
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<td>MU.68.S.1.4:</td>
<td>Sing or play melodies by ear with support from the teacher and/or peers.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., melodies using traditional classroom instruments and/or voice</td>
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<td>MU.68.S.2.1:</td>
<td>Perform music from memory to demonstrate knowledge of the musical structure.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., basic themes, patterns, tonality, melody, harmony</td>
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<tr>
<td>MU.68.S.2.2:</td>
<td>Transfer performance techniques from familiar to unfamiliar pieces.</td>
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<td>MU.68.S.3.1:</td>
<td>Sing and/or play age-appropriate repertoire expressively.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</td>
</tr>
<tr>
<td>MU.68.S.3.2:</td>
<td>Demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>MU.68.S.3.3:</td>
<td>Sight-read standard exercises and simple repertoire.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</td>
</tr>
<tr>
<td>MU.68.S.3.4:</td>
<td>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., error detection, interval reinforcement</td>
</tr>
<tr>
<td>MU.68.S.3.5:</td>
<td>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., independently, collaboratively</td>
</tr>
<tr>
<td>MU.68.S.3.6:</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
</tr>
<tr>
<td><strong>LAFS.6.SL.1.1:</strong></td>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
</tr>
</tbody>
</table>

**Standard Relation to Course:** Supporting
### General Course Information and Notes

**VERSION DESCRIPTION**

Students with little or no instrumental or vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

[https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf)

### GENERAL INFORMATION

**Course Number:** 1303230

**Course Path: Section:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 6 to 8 Education

**Courses > Subject:** Music Education > SubSubject: General Music

**Abbreviated Title:** M/J MUSIC TECNQS 1
Educator Certifications

<table>
<thead>
<tr>
<th>Instrumental Music (Secondary Grades 7-12)</th>
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<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
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</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  
  **Clarifications:**  
  e.g., listening maps, active listening, checklists |
| MU.68.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  
  **Clarifications:**  
  e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title |
| MU.68.C.2.1: | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  
  **Clarifications:**  
  e.g., intonation, balance, blend, phrasing, rhythm |
| MU.68.C.2.2: | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  
  **Clarifications:**  
  e.g., blend, balance, ensemble playing, sonority, technique, tone quality |
| MU.68.H.2.3: | Classify the literature being studied by genre, style, and/or time period. |
| MU.68.O.1.1: | Compare performances of a musical work to identify artistic choices made by performers.  
  **Clarifications:**  
  e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |
| MU.68.O.3.1: | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  
  **Clarifications:**  
  e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration |
| MU.68.S.1.1: | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  
  **Clarifications:**  
  e.g., blues, rock |
| MU.68.S.1.4: | Sing or play melodies by ear with support from the teacher and/or peers.  
  **Clarifications:**  
  e.g., melodies using traditional classroom instruments and/or voice |
| MU.68.S.2.1: | Perform music from memory to demonstrate knowledge of the musical structure.  
  **Clarifications:**  
  e.g., basic themes, patterns, tonality, melody, harmony |
| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces.  
  **Clarifications:**  
  Sing and/or play age-appropriate repertoire expressively. |
| MU.68.S.3.1: | Demonstrate proper vocal or instrumental technique.  
  **Clarifications:**  
  e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response |
| MU.68.S.3.2: | Sight-read standard exercises and simple repertoire.  
  **Clarifications:**  
  e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols |
| MU.68.S.3.3: | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.  
  **Clarifications:**  
  e.g., error detection, interval reinforcement |
| MU.68.S.3.5: | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.  
  **Clarifications:**  
  Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. |
| MU.68.S.3.6: | Mathematics who participate in effortful learning both individually and with others:  
  - Analyze the problem in a way that makes sense given the task.  
  - Ask questions that will help with solving the task.  
  - Build perseverance by modifying methods as needed while solving a challenging task.  
  - Stay engaged and maintain a positive mindset when working to solve tasks.  
  - Help and support each other when attempting a new method or approach.  
  **Clarifications:**  
  Teachers who encourage students to participate actively in effortful learning both individually and with others:  
  - Cultivate a community of growth mindset learners. |
Foster perseverance in students by choosing tasks that are challenging.
Develop students' ability to analyze and problem solve.
Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students with little or no instrumental or vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

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**Course Path: Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** Music Education > **SubSubject:** General Music
**Abbreviated Title:** M/J MUSIC TECNQS 1
**Course Length:** Year (Y)
**Course Level:** 2

**Course Status:** State Board Approved
**Grade Level(s):** 6, 7, 8

**Educator Certifications**

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<td><strong>MU.912.C.1.1:</strong></td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td><strong>e.g.,</strong> listening maps, active listening, checklists</td>
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<td><strong>MU.912.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
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<td><strong>Clarifications:</strong></td>
<td><strong>e.g.,</strong> quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<td><strong>MU.912.C.2.2:</strong></td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td><strong>MU.912.C.2.3:</strong></td>
<td>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</td>
</tr>
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<td><strong>MU.912.C.3.1:</strong></td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
</tr>
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<td><strong>MU.912.F.1.1:</strong></td>
<td>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music.</td>
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<tr>
<td><strong>MU.912.F.3.1:</strong></td>
<td>Annotate and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
</tr>
<tr>
<td><strong>MU.912.F.3.2:</strong></td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td><strong>MU.912.F.3.4:</strong></td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
</tr>
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<td><strong>MU.912.H.1.2:</strong></td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td><strong>e.g.,</strong> vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td><strong>MU.912.H.2.2:</strong></td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td><strong>MU.912.H.3.1:</strong></td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td><strong>Clarifications:</strong></td>
<td><strong>e.g.,</strong> acoustics, sound amplification, materials, mechanics</td>
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<td><strong>MU.912.O.1.1:</strong></td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td><strong>e.g.,</strong> tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<tr>
<td><strong>MU.912.O.3.1:</strong></td>
<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td><strong>e.g.,</strong> using text or scat syllables</td>
</tr>
<tr>
<td><strong>MU.912.O.3.2:</strong></td>
<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
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<tr>
<td><strong>MU.912.O.3.3:</strong></td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td><strong>e.g.,</strong> texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td><strong>MU.912.O.3.8:</strong></td>
<td>Record, mix, and edit a recorded performance.</td>
</tr>
<tr>
<td><strong>MU.912.S.1.1:</strong></td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td><strong>e.g.,</strong> musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td><strong>MU.912.S.1.2:</strong></td>
<td>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td><strong>LAFS.910.L.1.1:</strong></td>
<td>a. Use parallel structure.</td>
</tr>
<tr>
<td><strong>LAFS.910.L.1.1:</strong></td>
<td>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
</tr>
<tr>
<td><strong>Standard Relation to Course: Supporting</strong></td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td><strong>LAFS.910.RST.2.4:</strong></td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
</tbody>
</table>
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Standard Relation to Course: Supporting**

LAFS.910.SL.1.1: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

MAFS.K12.MP.5.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

MAFS.K12.MP.6.1: Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Special Notes:**

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1300300
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music >
Abbreviated Title: MUS THEORY 1
Course Length: Year (Y)
Course Level: 2
Graduation Requirement: Performing/Fine Arts

Educator Certifications

| Music (Elementary and Secondary Grades K-12) |
| Vocal Music (Elementary and Secondary Grades K-12) |
| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
### Course Standards

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| MU.912.C.1.1: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.2.3: | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.1.1: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. |
| MU.912.F.3.1: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.2: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.2: | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.2.2: | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. |
| MU.912.H.3.1: | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.O.1.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
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| MU.912.O.3.1: | Improve rhythmic and melodic phrases over harmonic progressions.  
**Clarifications:**  
e.g., using text or scat syllables |
| MU.912.S.1.1: | Compose music for voices and/or acoustic, digital, or electronic instruments. |
| MU.912.S.1.2: | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| MU.912.S.1.3: | Record, mix, and edit a recorded performance. |
| MU.912.S.1.8: | Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique |
| MA.K12.MTR.1.1: | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve. |
Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
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5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRS) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
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<td><strong>MU.912.O.1.1:</strong></td>
<td><strong>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</strong></td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.O.3.1:</strong></td>
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**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.

**MA.K12.MTR.1.1:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

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- Build understanding through modeling and using manipulatives.
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MA.K12.MTR.2.1: Express connections between concepts and representations.
Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
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Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
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- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
MA.K12.MTR.7.1: 
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1: 
- Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1: 
- Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1: 
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1: 
- Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1: 
- Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1: 
- English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

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Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

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5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

- **Course Number:** 1300305
- **Number of Credits:** Half credit (.5)
- **Course Type:** Core Academic Course
- **Course Status:** Draft - Course Pending Approval
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts

**Course Path:** Grades PreK to 12 Education
- **Grade Group:** Grades 9 to 12 and Adult Education Courses
- **Subject:** Music Education
- **SubSubject:** General Music
- **Abbreviated Title:** FUNDAMENTAL MUSIC TH
- **Course Length:** Semester (S)
- **Course Level:** 2

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**Educator Certifications**

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- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
# Music Theory 2 Honors (#1300310) 2020 - 2022 (current)

## Course Standards

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<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
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Perform and notate, independently and accurately, melodies by ear.

**MU.912.S.1.4:**

- **Clarifications:** e.g., singing, playing, writing

**MU.912.S.1.8:**

- Record, mix, and edit a recorded performance.

**MU.912.S.2.1:**

- Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

- **Clarifications:** e.g., memorization, sequential process

**MU.912.S.3.2:**

- Sight-read music accurately and expressively to show synthesis of skills.

- **Clarifications:** e.g., musical elements, expressive qualities, performance technique

**MU.912.S.3.3:**

- Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

**LAFS.910.L.1.1:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **Standard Relation to Course: Supporting**

**LAFS.910.RST.2.4:**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

**MU.912.S.3.1:**

- Use appropriate tools strategically.

**LAFS.910.L.1.1:**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- **Standard Relation to Course: Supporting**

**LAFS.910.RST.2.4:**

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LAFS.910.L.1.3:**

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.RST.2.4:**

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.WHST.3.9:**

- Draw evidence from informational texts to support analysis, reflection, and research.

- **Use appropriate tools strategically.**

**MAFS.12.MP.5.1:**

- Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

- **Standard Relation to Course: Supporting**

**MAFS.12.MP.6.1:**

- Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

- **Standard Relation to Course: Supporting**

**MAFS.12.MP.7.1:**

- Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

- **Standard Relation to Course: Supporting**

**DA.912.S.2.1:**

- Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:**

- English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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<td>One (1) credit</td>
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Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
- e.g., singing, playing, writing

Record, mix, and edit a recorded performance.

**Clarifications:**
- e.g., memorization, sequential process

Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
Focus on relevant details within a problem.
Create plans and procedures to logically order events, steps or ideas to solve problems.
Decompose a complex problem into manageable parts.
Relate previously learned concepts to new concepts.
Look for similarities among problems.
Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
General Course Information and Notes

VERSION DESCRIPTION

Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1300310

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >
SubSubject: General Music >
Abbreviated Title: MUS THEORY 2 HON

Number of Credits: One (1) credit

Course Attributes:
• Honors

Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts
## Educator Certifications

<table>
<thead>
<tr>
<th>Music (Elementary and Secondary Grades K-12)</th>
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</table>
### Pre-Advanced Placement Music (#1300320) 2020 - And Beyond (current)

**General Course Information and Notes**

**VERSION DESCRIPTION**

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at https://pre-ap.collegeboard.org/courses.

**GENERAL INFORMATION**

- **Course Number:** 1300320
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9
- **Graduation Requirement:** Performing/Fine Arts

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music

**Abbreviated Title:** PRE-AP MUSIC

**Course Length:** Year (Y)

**Course Attributes:**
- Honors

**Course Level:** 3

### Educator Certifications

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Advanced Placement Music Theory (#1300330) 2020 - And Beyond

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

- **Course Number:** 1300330
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music > Abbreviated Title: AP MUS THEORY
- **Course Length:** Year (Y)
- **Course Attributes:**
  - Advanced Placement (AP)
- **Course Level:** 3
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts

Educator Certifications

- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
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| MU.912.C.1.1: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
*Clarifications:*  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
*Clarifications:*  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.1.3: | Analyze instruments of the world and classify them by common traits.  
*Clarifications:*  
e.g., classical and folk instruments from around the world |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.2.3: | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. |
| MU.912.F.1.1: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  
*Clarifications:*  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.2.2: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
*Clarifications:*  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.3.1: | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.H.1.1: | Investigate and discuss how a culture's traditions are reflected through its music.  
*Clarifications:*  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.2: | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
*Clarifications:*  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
*Clarifications:*  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.4: | Analyze how Western music has been influenced by historical and current world cultures. |
| MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.4: | Examine the effects of developing technology on composition, performance, and acquisition of music.  
*Clarifications:*  
e.g., acoustic, sound amplification, materials, mechanics |
| MU.912.H.3.1: | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
*Clarifications:*  
e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.O.1.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
*Clarifications:*  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.3.1: | Improvise rhythmic and melodic phrases over harmonic progressions.  
*Clarifications:*  
e.g., using text or scat syllables |
| MU.912.S.1.1: | Arrange a musical work by manipulating two or more aspects of the composition.  
*Clarifications:*  
e.g., texture, mode, form, tempo, voicing |
| MU.912.S.1.3: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
*Clarifications:*  
e.g., texture, mode, form, tempo, voicing |
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

**Standard Relation to Course: Supporting**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**Standard Relation to Course: Supporting**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Standard Relation to Course: Supporting**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – (3 – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Sustain focused attention, respect, and discipline during class, rehearsal, and performance.**

English language learners communicate for social and instructional purposes within the school setting.

**VERSION DESCRIPTION**

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTIONS**

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/eli.pdf

GENERAL INFORMATION

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| Vocal Music (Elementary and Secondary Grades K-12) |
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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| **MU.912.C.1.2:** | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
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| **MU.912.C.1.3:** | Analyze instruments of the world and classify them by common traits.  
**Clarifications:**  
e.g., classical and folk instruments from around the world |
| **MU.912.C.2.2:** | Evaluate performance quality in recorded and/or live performances. |
| **MU.912.C.2.3:** | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. |
| **MU.912.F.1.1:** | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. |
| **MU.912.F.2.2:** | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
**Clarifications:**  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| **MU.912.F.3.1:** | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| **MU.912.F.3.2:** | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
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**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
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**Clarifications:**  
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**Clarifications:**  
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| **MU.912.H.1.4:** | Analyze how Western music has been influenced by historical and current world cultures. |
| **MU.912.H.1.5:** | Analyze music within cultures to gain understanding of authentic performance practices. |
| **MU.912.H.2.1:** | Evaluate the social impact of music on specific historical periods. |
| **MU.912.H.2.4:** | Examine the effects of developing technology on composition, performance, and acquisition of music. |
| **MU.912.H.3.1:** | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| **MU.912.O.1.1:** | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| **MU.912.O.3.1:** | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| **MU.912.S.1.1:** | Improvise rhythmic and melodic phrases over harmonic progressions.  
**Clarifications:**  
e.g., using text or scat syllables |
| **MU.912.S.1.3:** | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| **MU.912.S.3.1:** | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
Mathematicians who participate in effortful learning both individually and with others: |
• Analyze the problem in a way that makes sense given the task.
• Ask questions that will help with solving the task.
• Build perseverance by modifying methods as needed while solving a challenging task.
• Stay engaged and maintain a positive mindset when working to solve tasks.
• Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in problem-solving:
• Cultivate a community of growth mindset learners.
• Foster perseverance in students by choosing tasks that are challenging.
• Develop students' ability to analyze and problem solve.
• Recognize students' effort when solving challenging problems.

**MA.K12.MTR.1.1:**

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
• Build understanding through modeling and using manipulatives.
• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
• Progress from modeling problems with objects and drawings to using algorithms and equations.
• Express connections between concepts and representations.
• Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
• Help students make connections between concepts and representations.
• Provide opportunities for students to use manipulatives when investigating concepts.
• Guide students from concrete to pictorial to abstract representations as understanding progresses.
• Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.2.1:**

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
• Select efficient and appropriate methods for solving problems within the given context.
• Maintain flexibility and accuracy while performing procedures and mental calculations.
• Complete tasks accurately and with confidence.
• Adapt procedures to apply them to a new context.
• Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
• Help students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
• Offer multiple opportunities for students to practice efficient and generalizable methods.
• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.3.1:**

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efficiency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
• Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.4.1:**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.5.1:**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.S.2.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.
Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1300340
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music >
- **Abbreviated Title:** MUSIC WORLD
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Course Status:** State Board Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

**Course Number:** 1300395

**Course Path:** PreK to 12 Education Courses > Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music > Abbreviated Title: AICE MUSIC 1 AS

**Course Length:** Year (Y)

**Course Attributes:**
- Advanced International Certificate of Education (AICE)

**Course Level:** 3

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

Educator Certifications

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### Course Standards

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<td><strong>MU.912.C.1.1:</strong></td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<td><strong>MU.912.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.C.2.1:</strong></td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td><strong>MU.912.C.2.2:</strong></td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td><strong>MU.912.C.3.1:</strong></td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
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<td><strong>MU.912.F.2.1:</strong></td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<td><strong>MU.912.H.1.1:</strong></td>
<td>Investigate and discuss how a culture’s traditions are reflected through its music.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<td><strong>MU.912.H.1.2:</strong></td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<td><strong>MU.912.O.2.1:</strong></td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td><strong>MU.912.O.2.2:</strong></td>
<td>Transpose melodies into different modalities through performance and composition.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td><strong>MU.912.O.3.1:</strong></td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., memorization, sequential process</td>
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<td><strong>MU.912.O.3.2:</strong></td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., musical elements, expressive qualities, performance technique</td>
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<td><strong>MU.912.S.2.1:</strong></td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., memory, vocal or instrumental technique, improvisation, collaboration, interpretation, adaptation</td>
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<td><strong>MU.912.S.2.2:</strong></td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td><strong>LA.FS.1112.RST.2.4:</strong></td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 topics and topics.</td>
</tr>
</tbody>
</table>
| **Clarifications:**| a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from
texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.SL.1.1: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.2: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

LAFS.1112.MP.5.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

LAFS.1112.MP.6.1: Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

LAFS.1112.MP.7.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Eld.K12.Ell.Si.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students in this Pre-IB class refine their musicianship and performance skills on a specified instrument or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.
Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

**Course Number:** 1300800

**Course Path:** Section: Grades PreK to 12 Education

Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses

Subject: Music Education

**SubSubject:** General Music

**Abbreviated Title:** FL PRE-IB MUSIC 1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9, 10

**Graduation Requirement:** Performing/Fine Arts

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**Educator Certifications**

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## Course Standards

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| MU.912.C.1.1 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2 | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.2.1 | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.C.2.2 | Evaluate performance quality in recorded and/or live performances.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.3.1 | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.2.1 | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.3.1 | Investigate and discuss how a culture's traditions are reflected through its music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.1 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.O.2.1 | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.2.2 | Transpose melodies into different modalities through performance and composition.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.S.2.1 | Analyze and describe expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.S.2.2 | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**  
e.g., memory, sequential process |
| MU.912.S.2.3 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.S.3.1 | Transfer expressive elements and performance techniques from one piece of music to another.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.S.3.2 | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.S.3.3 | Sight-read music accurately and expressively to show synthesis of skills.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.S.3.4 | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.S.3.5 | Develop and demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |

**Mathematicians who participate in effortful learning both individually and with others:**  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.
MA.K12.MTR.1.1: Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
MA.K12.MTR.6.1:
Check calculations when solving problems.
Verify possible solutions by explaining the methods used.
Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate.
• Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

MA.K12.MTR.7.1:
Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Clarifications:
Students will include textual evidence in their oral communication with proper social and academic language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes
Students in this Pre-IB class refine their musicianship and performance skills on a specified instrument or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grades 9 or 10 are not in the IBDP or IBCC programmes. Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number:** 1300800

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 9, 10

**Graduation Requirement:** Performing/Fine Arts

**Course Path:** 

- **Section:** Grades PreK to 12 Education Courses
- **Grade Group:** Grades 9 to 12 and Adult Education Courses
- **Subject:** Music Education
- **SubSubject:** General Music

**Abbreviated Title:** FL PRE-IB MUSIC 1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

Music (Elementary and Secondary Grades K-12)

Vocal Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)
### Course Standards

<table>
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<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music.</td>
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<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<td>MU.912.F.2.1:</td>
<td>Animate the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
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<td>MU.912.F.2.2:</td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</td>
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<td>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
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<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<tr>
<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<tr>
<td>MU.912.F.3.4:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td>MU.912.H.1.1:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
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<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td>MU.912.H.2.1:</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
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<td>MU.912.H.2.2:</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>MU.912.H.2.4:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>MU.912.O.2.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
</tr>
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<td>MU.912.O.3.1:</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
</tr>
<tr>
<td>MU.912.S.1.3:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
<td></td>
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</tbody>
</table>
Clarifications:
e.g., singing, playing, writing

MU.912.S.1.4: Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

MU.912.S.2.1: Clarifications:
e.g., memorization, sequential process

MU.912.S.2.2: Transfer expressive elements and performance techniques from one piece of music to another.

MU.912.S.3.1: Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

MU.912.S.3.2: Sight-read music accurately and expressively to show synthesis of skills.

MU.912.S.3.3: Clarifications:
e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

MU.912.S.3.5: Develop and demonstrate proper vocal or instrumental technique.

LAFS.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

LAFS.1112.RST.2.5: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from the topic or issue.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posting and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.RST.2.6: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.RST.2.7: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.RST.2.8: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.RST.2.9: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting
General Course Information and Notes

VERSION DESCRIPTION

Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students in this Pre-IB class use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labelled IB by different schools which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grades 9 or 10 are not in the IBDP or IBCC programmes. Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1300810
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >
SubSubject: General Music >
Abbreviated Title: FL PRE-IB MUSIC 2
Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3
Grade Level(s): 9,10
Graduation Requirement: Performing/Fine Arts

Educator Certifications
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<td>Instrumental Music (Secondary Grades 7-12)</td>
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| MU.912.C.1.2 | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.1.3 | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2 | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.1.1 | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.F.2.1 | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.2.2 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
**Clarifications:**  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.2.3 | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  
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| MU.912.H.1.1 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.2 | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.5 | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.1 | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.2 | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. |
| MU.912.H.2.4 | Examine the effects of developing technology on composition, performance, and acquisition of music.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.1.1 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1 | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.1 | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.2 | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.1.3 | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| MU.912.S.1.4 | Perform and notate, independently and accurately, melodies by ear. |
### MU.912.S.1.4: Clarifications
- e.g., singing, playing, writing

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

### MU.912.S.2.1: Clarifications
- e.g., memorization, sequential process

Transfer expressive elements and performance techniques from one piece of music to another.

### MU.912.S.2.2: Clarifications
- e.g., musical elements, expressive qualities, performance technique

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

### MU.912.S.3.1: Clarifications
- Sight-read music accurately and expressively to show synthesis of skills.

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

### MU.912.S.3.2: Clarifications
- e.g., memorization, sequential process

Develop and demonstrate proper vocal or instrumental technique.

### MU.912.S.3.3: Clarifications
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Mathematics who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.1.1:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### MA.K12.MTR.2.1:

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.3.1:

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
| MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts. | **Clarifications:**

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

| MA.K12.MTR.6.1: Assess the reasonableness of solutions. | **Clarifications:**

- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

| MA.K12.MTR.7.1: Apply mathematics to real-world contexts. | **Clarifications:**

- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

| ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning. | **Clarifications:**

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

| ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently. | **Clarifications:**

- See Text Complexity for grade-level complexity bands and a text complexity rubric.

| ELA.K12.EE.3.1: Make inferences to support comprehension. | **Clarifications:**

- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

| ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | **Clarifications:**

- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students...
Demonstrate effective teamwork and accountability, using compromise, mathematical thinking and reasoning standards (MTRs) for students. English language learners communicate for social and instructional purposes within the school setting. Pre-IB courses should have undergone IB training in order to ensure Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

<table>
<thead>
<tr>
<th>Clarifications:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.K12.EE.5.1:</td>
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</tr>
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<td>ELA.K12.EE.6.1:</td>
<td>Use appropriate voice and tone when speaking or writing.</td>
</tr>
<tr>
<td>DA.912.F.3.B:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
</tr>
<tr>
<td>DA.912.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
</tbody>
</table>

General Course Information and Notes

**VERSION DESCRIPTION**

Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students in this Pre-IB class use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**GENERAL NOTES**

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 11. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different schools. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes. Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL'S need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Path: Section:** Grades PreK to 12 Education
Course Number: 1300810

Number of Credits: One (1) credit

Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9, 10
Graduation Requirement: Performing/Fine Arts

Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education
SubSubject: General Music
Abbreviated Title: FL PRE-IB MUSIC 2
Course Length: Year (Y)
Course Attributes:
- Honors
Course Level: 3

Educator Certifications

| Music (Elementary and Secondary Grades K-12) |
| Vocal Music (Elementary and Secondary Grades K-12) |
| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
General Course Information and Notes

GENERAL NOTES
The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1300816

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music >

Abbreviated Title: IB MUSIC 1

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

<table>
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<tr>
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<tr>
<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
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<td>Instrumental Music (Secondary Grades 7-12)</td>
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</table>
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1300818
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music > Abbreviated Title: IB MUSIC 2
Course Length: Year (Y)
Course Attributes:
- International Baccalaureate (IB)
Course Level: 3
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

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</table>
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1300820
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9, 10, 11, 12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music
Abbreviated Title: IB MUSIC 3
Course Length: Year (Y)
Course Attributes:
- International Baccalaureate (IB)
Course Level: 3

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 1300840
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music > Abbreviated Title: IB MYP MUSIC 1
Course Length: Year (Y)
Course Attributes:
  • International Baccalaureate (IB)
Course Level: 3

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

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<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
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<td>Vocal Music (Secondary Grades 7-12)</td>
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</tbody>
</table>
General Course Information and Notes

**GENERAL NOTES**


**GENERAL INFORMATION**

- **Course Number:** 1300850
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9, 10, 11, 12
- **Graduation Requirement:** Performing/Fine Arts

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music > Abbreviated Title: IB MYP MUSIC 2

**Course Length:** Year (Y)

**Course Attributes:**
- International Baccalaureate (IB)

**Course Level:** 3

**Educator Certifications**

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</table>
### Music Transfer (#1300990) 2015 - 2022 (current)

#### General Course Information and Notes

**VERSION DESCRIPTION**

**SUBJECT AREA TRANSFER NUMBERS**

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

#### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 1300990</th>
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<tbody>
<tr>
<td><strong>Course Path:</strong> Grades PreK to 12 Education</td>
</tr>
<tr>
<td><strong>Grade Group:</strong> Grades 9 to 12 and Adult Education Courses</td>
</tr>
<tr>
<td><strong>Subject:</strong> Music Education</td>
</tr>
<tr>
<td><strong>SubSubject:</strong> Eurythmics</td>
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<tr>
<td><strong>Abbreviated Title:</strong> MUS TRAN</td>
</tr>
<tr>
<td><strong>Course Length:</strong> Not Applicable</td>
</tr>
<tr>
<td><strong>Course Type:</strong> Transfer Course</td>
</tr>
<tr>
<td><strong>Course Status:</strong> Course Approved</td>
</tr>
<tr>
<td><strong>Grade Level(s):</strong> 9,10,11,12</td>
</tr>
</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers. |

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts.  
- Relate previously learned concepts to new concepts. |
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Read and comprehend grade-level complex texts proficiently.**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the accepted rules governing a specific format to create quality work.**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Use appropriate voice and tone when speaking or writing.**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
Guitar 1 (#1301320) 2020 - 2022 (current)

Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.912.C.1.1:</td>
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</tr>
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<td>Clarifications:</td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
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<td>MU.912.C.2.1:</td>
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</tr>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
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<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
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<td>Clarifications:</td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
</tr>
<tr>
<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
</tr>
<tr>
<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
</tr>
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<td>Clarifications:</td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.2.1:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>MU.912.S.1.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinetic energy.</td>
</tr>
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<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
<tr>
<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
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</table>

LAFS.8.SL.1.1: | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |

Standard Relation to Course: Supporting

LAFS.910.RST.2.4: | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. |

LAFS.910.SL.1.1: | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| a. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| b. | Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. |
| c. | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| d. | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

LAFS.910.SL.1.2: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |

LAFS.910.SL.1.3: | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |

LAFS.910.SL.2.4: | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |

LAFS.910.WHST.3.7: | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equally the well remembered $5 \times 7 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**

Attend to precision.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1301320
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved

- **Course Path:** Section: Grades PreK to 12 Education
  - Courses > Grade Group: Grades 9 to 12 and Adult Education Courses
  - Subject: Music Education

- **Abbreviated Title:** GUITAR 1
- **Course Length:** Year (Y)
- **Course Level:** 2
**Educator Certifications**

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<thead>
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| MA.K12.MTR.1.1:          | Mathematicians who participate in effortful learning both individually and with others:  
  - Analyze the problem in a way that makes sense given the task.  
  - Ask questions that will help with solving the task.  
  - Build perseverance by modifying methods as needed while solving a challenging task.  
  - Stay engaged and maintain a positive mindset when working to solve tasks.  
  - Help and support each other when attempting a new method or approach.                                                                                                                                 |
| MA.K12.MTR.2.1:          | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
  - Help students make connections between concepts and representations.  
  - Provide opportunities for students to use manipulatives when investigating concepts.  
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.  
  - Show students that various representations can have different purposes and can be useful in different situations.  
  - Complete tasks with mathematical fluency.  
  - Select efficient and appropriate methods for solving problems within the given context.  
  - Build understanding through modeling and using manipulatives.  
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
  - Progress from modeling problems with objects and drawings to using algorithms and equations.  
  - Express connections between concepts and representations.  
  - Choose a representation based on the given context or purpose.  
  - Teachers who encourage students to participate actively in effortful learning both individually and with others:  
    - Cultivate a community of growth mindset learners.  
    - Foster perseverance in students by choosing tasks that are challenging.  
    - Develop students' ability to analyze and problem solve.  
    - Recognize students' effort when solving challenging problems.  
  - Complete tasks with mathematical fluency.  
  - Select efficient and appropriate methods for solving problems within the given context.  
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  - Teachers who encourage students to participate actively in effortful learning both individually and with others:  
    - Cultivate a community of growth mindset learners.  
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    - Provide opportunities for students to use manipulatives when investigating concepts.  
    - Guide students from concrete to pictorial to abstract representations as understanding progresses.  
    - Show students that various representations can have different purposes and can be useful in different situations.  
  - Complete tasks with mathematical fluency.  
  - Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
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</table>

### Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

<table>
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<th>MA.K12.MTR.4.1:</th>
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</table>

### Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
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<th>MA.K12.MTR.5.1:</th>
</tr>
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</table>

### Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

<table>
<thead>
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<th>MA.K12.MTR.6.1:</th>
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</table>

### Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
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</table>

### Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
<table>
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<td>ELA.K12.EE.1.1:</td>
<td>In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>ELA.K12.EE.2.1:</td>
<td>Read and comprehend grade-level complex texts proficiently.</td>
</tr>
<tr>
<td>ELA.K12.EE.3.1:</td>
<td>Make inferences to support comprehension.</td>
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<td>ELA.K12.EE.4.1:</td>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
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<td>ELA.K12.EE.5.1:</td>
<td>Use the accepted rules governing a specific format to create quality work.</td>
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<td>ELA.K12.EE.6.1:</td>
<td>Use appropriate voice and tone when speaking or writing.</td>
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<tr>
<td>DA.912.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE’s and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
**Educator Certifications**

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**GENERAL INFORMATION**

- **Course Number:** 1301320
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** State Board Approved
- **Grade Level(s):** 9, 10, 11, 12
- **Graduation Requirement:** Performing/Fine Arts
## Course Standards

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| **MU.912.C.1.1:** | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:**
- e.g., listening maps, active listening, checklists |
| **MU.912.C.1.2:** | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| **MU.912.C.2.1:** | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| **MU.912.C.2.2:** | Evaluate performance quality in recorded and/or live performances. |
| **MU.912.C.3.1:** | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| **MU.912.F.3.2:** | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| **MU.912.H.1.1:** | Investigate and discuss how a culture's traditions are reflected through its music.  
**Clarifications:**
- e.g., patriotic, folk, celebration, entertainment, spiritual |
| **MU.912.H.1.3:** | Compare two or more works of a composer across performance media.  
**Clarifications:**
- e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| **MU.912.H.2.1:** | Evaluate the social impact of music on specific historical periods. |
| **MU.912.H.3.1:** | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**
- e.g., acoustics, sound amplification, materials, mechanics |
| **MU.912.O.1.1:** | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| **MU.912.O.3.2:** | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| **MU.912.S.1.3:** | Arrive at decisions or solutions by establishing clear criteria and logical reasoning. |
| **MU.912.S.2.1:** | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**
- e.g., texture, mode, form, tempo, voicing |
| **MU.912.S.3.1:** | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. |
| **MU.912.S.3.4:** | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
| **MU.912.S.3.5:** | Develop and demonstrate proper vocal or instrumental technique.  
**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| **LAFS.910.RST.2.4:** | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  
- c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  
**Standard Relation to Course: Supporting** |
| **LAFS.910.SL.1.1:** | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 5 × 7 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 × 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

[https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf)

**GENERAL INFORMATION**

- **Course Number:** 1301330
- **Number of Credits:** One (1) credit
- **Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: GUITAR 2
- **Course Length:** Year (Y)
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9, 10, 11, 12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

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| MU.912.C.1.2:         | **Clarifications:**
|                       | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                                                                                                                                                                                                                                                                                                                                                                                |
| MU.912.C.2.1:         | **Clarifications:**
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| MU.912.C.2.2:         | **Clarifications:**
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| MU.912.C.3.1:         | **Clarifications:**
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| MU.912.C.3.2:         | **Clarifications:**
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| MU.912.H.1.1:         | **Clarifications:**
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| MU.912.O.3.4:         | **Clarifications:**
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| MU.912.O.3.5:         | **Clarifications:**
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| MA.K12.MTR.1.1:       | **Clarifications:**
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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### MA.K12.MTR.1.1:

**Teachers who encourage students to participate actively in effortful learning both individually and with others:**
- **Clarifications:**
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**Mathematicians who participate in effortful learning both individually and with others:**
- **Clarifications:**
  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

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**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- **Clarifications:**
  - Build understanding through modeling and using manipulatives.
MA.K12.MTR.2.1:
Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
Progress from modeling problems with objects and drawings to using algorithms and equations.
Express connections between concepts and representations.
Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Clarifications:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1: Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1: Students will use the terms and apply them in 2nd grade and beyond.

**Clarifications:**

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**

This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because ________." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Version Description**

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Notes**

*Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards*

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit...
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301330
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >
Abbreviated Title: GUITAR 2
Course Length: Year (Y)
Course Level: 2
Graduation Requirement: Performing/Fine Arts

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9, 10, 11, 12

Educator Certifications
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
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### Course Standards

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**Clarifications:**  
- e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  
**Clarifications:**  
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances.  
**Clarifications:**  
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.  
**Clarifications:**  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.  
**Clarifications:**  
- e.g., listening maps, active listening, checklists |
| MU.912.H.1.1: | Investigate and discuss how a culture's traditions are reflected through its music.  
**Clarifications:**  
- e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:**  
- e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods.  
**Clarifications:**  
- e.g., acoustic, sound amplification, materials, mechanics |
| MU.912.H.3.1: | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
- e.g., membranes, sound amplification, mechanics, mechanics |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
**Clarifications:**  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.S.1.1: | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.S.1.3: | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**  
- e.g., texture, mode, form, tempo, voicing |
| MU.912.S.2.1: | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
**Clarifications:**  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another.  
**Clarifications:**  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.S.3.1: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
**Clarifications:**  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.S.3.2: | Sight-read music accurately and expressively to show synthesis of skills.  
**Clarifications:**  
- e.g., musical elements, expressive qualities, performance technique |
| MU.912.S.3.4: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  
**Clarifications:**  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.S.3.5: | Develop and demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |

### Clarifications:
- e.g., listening maps, active listening, checklists
## General Course Information and Notes

### VERSION DESCRIPTION

Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### GENERAL NOTES

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.912.C.2.1:</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<tr>
<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
<tr>
<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.H.2.1:</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
</tr>
<tr>
<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
</tr>
<tr>
<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>MU.912.O.2.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.S.1.3:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.912.S.2.1:</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., memorization, sequential process</td>
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<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
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<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
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<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td><strong>Clarifications:</strong></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
</tr>
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<td></td>
<td>• Ask questions that will help with solving the task.</td>
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<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>• Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td></td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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</table>
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

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<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>• Help students make connections between concepts and representations.</td>
</tr>
<tr>
<td>• Provide opportunities for students to use manipulatives when investigating concepts.</td>
</tr>
<tr>
<td>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
</tr>
<tr>
<td>• Show students that various representations can have different purposes and can be useful in different situations.</td>
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<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
</tr>
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<td>• Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
</tr>
<tr>
<td>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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<th>MA.K12.MTR.4.1: Clarifications</th>
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<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td>• Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
</tbody>
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<th>MA.K12.MTR.5.1: Clarifications</th>
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<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
</tr>
<tr>
<td>• Support students to develop generalizations based on the similarities found among problems.</td>
</tr>
<tr>
<td>• Provide opportunities for students to create plans and procedures to solve problems.</td>
</tr>
<tr>
<td>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
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<th>MA.K12.MTR.6.1: Clarifications</th>
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<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>• Have students estimate or predict solutions prior to solving.</td>
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</table>
General Course Information and Notes

VERSION DESCRIPTION

Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301340
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: GUITAR 3
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
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<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
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<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. <strong>Clarifications:</strong> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.1.2:</td>
<td>Design or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product. <strong>Clarifications:</strong> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
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<td>MU.912.F.2.1:</td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. <strong>Clarifications:</strong> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
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<td>MU.912.F.2.2:</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<td>MU.912.F.2.3:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media. <strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td>MU.912.H.1.4:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<td>MU.912.H.2.2:</td>
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<td>MU.912.O.2.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>MU.912.O.2.2:</td>
<td>Transpose melodies into different modalities through performance and composition. <strong>Clarifications:</strong> Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.S.1.3:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition. <strong>Clarifications:</strong> e.g., texture, mode, form, tempo, voicing</td>
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<td>MU.912.S.1.4:</td>
<td>Perform and notate, independently and accurately, melodies by ear. <strong>Clarifications:</strong> e.g., singing, playing, writing</td>
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<tr>
<td>MU.912.S.2.2:</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. <strong>Clarifications:</strong> e.g., memorization, sequential process</td>
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</table>
Transfer expressive elements and performance techniques from one piece of music to another.

Sythesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Sight-read music accurately and expressively to show synthesis of skills.

Clarifications:
- e.g., musical elements, expressive qualities, performance technique

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Develop and demonstrate proper vocal or instrumental technique.

Clarifications:
- e.g., posture, breathing, fingerings, embouchure, bow technique, tuning, strumming

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 5 × 7 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

General Course Information and Notes
Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:** Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1301350
- **Course Path:** Grades PreK to 12 Education
  - Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music
- **Abbreviated Title:** GUITAR 4 HONORS
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

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## Course Standards

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<td>MU.912.F.3.3:</td>
<td><strong>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</strong></td>
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<td>MU.912.F.3.4:</td>
<td><strong>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</strong></td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
</tr>
<tr>
<td>MU.912.H.1.3:</td>
<td><strong>Compare two or more works of a composer across performance media.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.H.1.4:</td>
<td><strong>Analyze how Western music has been influenced by historical and current world cultures.</strong></td>
</tr>
<tr>
<td>MU.912.H.2.2:</td>
<td><strong>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</td>
</tr>
<tr>
<td>MU.912.H.3.2:</td>
<td><strong>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.O.1.1:</td>
<td><strong>Arrange a musical work by manipulating two or more aspects of the composition.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.2.1:</td>
<td><strong>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</strong></td>
</tr>
<tr>
<td>MU.912.O.2.2:</td>
<td><strong>Transpose melodies into different modalities through performance and composition.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
</tr>
<tr>
<td>MU.912.O.3.1:</td>
<td><strong>Interpret and perform expressive elements indicated by the musical score and/or conductor.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
</tr>
<tr>
<td>MU.912.O.3.2:</td>
<td><strong>Perform and notate, independently and accurately, melodies by ear.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
</tr>
<tr>
<td>MU.912.O.3.2:</td>
<td><strong>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., memorization, sequential process</td>
</tr>
<tr>
<td>Clause</td>
<td>Details</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
</tr>
<tr>
<td>MU.912.S.3.2:</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
</tr>
<tr>
<td>MU.912.S.3.4:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td>MU.912.S.3.5:</td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Develop students’ ability to analyze and problem solve.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Recognize students’ effort when solving challenging problems.</td>
</tr>
<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Complete tasks with mathematical fluency.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Use feedback to improve efficiency when performing calculations.</td>
</tr>
<tr>
<td>MA.K12.MTR.4.1:</td>
<td>Engage in discussions that reflect on the mathematical thinking of self and others.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Develop students’ ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
<tr>
<td>Use patterns and structure to help understand and connect mathematical concepts:</td>
<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Decompose a complex problem into manageable parts.</td>
</tr>
</tbody>
</table>
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.5.1:**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.6.1:**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.7.1:**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.3.1:**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ___ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.4.1:**

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301350
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education
SubSubject: Instrumental Music
Abbreviated Title: GUITAR 4 HONORS
Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

Number of Credits: One (1) credit

Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
**Course Standards**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
</tr>
<tr>
<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
</tr>
<tr>
<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
</tr>
<tr>
<td>MU.912.F.1.1:</td>
<td>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music.</td>
</tr>
<tr>
<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and online music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
</tr>
<tr>
<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
<tr>
<td>MU.912.H.1.2:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
</tr>
<tr>
<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
</tr>
<tr>
<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
</tr>
<tr>
<td>MU.912.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., using text or scat syllables</td>
</tr>
<tr>
<td>MU.912.S.1.3:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
</tr>
<tr>
<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
<tr>
<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, finger/fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>LAFS.910.L.1.1:</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>a. Use parallel structure.</td>
<td></td>
</tr>
<tr>
<td>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
<td></td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
<td></td>
</tr>
<tr>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); clear goals and deadlines, and individual roles as needed.</td>
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</tr>
<tr>
<td>c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<tr>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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</tbody>
</table>
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – (3x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

English language learners communicate for social and instructional purposes within the school setting.

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### General Information

**Course Number:** 1301360

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >

**VERSION DESCRIPTION**

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
Educator Certifications

<table>
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## Course Standards

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<td>MU.912.F.3.3:</td>
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<tr>
<td>MU.912.H.1.1:</td>
<td>Clarifications: e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<tr>
<td>MU.912.H.1.2:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
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<td>MU.912.H.1.5:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
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<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.O.3.2:</td>
<td>Clarifications: e.g., texture, mode, form, tempo, voicing</td>
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<td>MU.912.S.1.1:</td>
<td>Clarifications: e.g., choosing tasks that are challenging.</td>
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<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
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Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
### MA.K12.MTR.2.1: Express connections between concepts and representations.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.6.1: Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
### MA.K12.MTR.7.1:

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts.
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

### ELA.K12.EE.1.1:

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
- In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:

**Clarifications:**
- Read and comprehend grade-level complex texts proficiently.

### ELA.K12.EE.3.1:

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because ________." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.EE.6.1:

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### DA.912.S.2.1:

**General Course Information and Notes**

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### GENERAL NOTES

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

- **Course Number:** 1301360
- **Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education
- **SubSubject:** Instrumental Music
- **Abbreviated Title:** KEYBD 1
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** State Board Approved
- **Grade Level(s):** 9,10,11,12
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Graduation Requirement:** Performing/Fine Arts

### Educator Certifications

- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
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<td>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music.</td>
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<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td><strong>MU.912.F.3.3:</strong></td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td><strong>MU.912.F.3.4:</strong></td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
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<td><strong>MU.912.H.1.3:</strong></td>
<td>Compare two or more works of a composer across performance media.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
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<td><strong>MU.912.H.1.5:</strong></td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<tr>
<td><strong>MU.912.H.2.4:</strong></td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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<td><strong>MU.912.H.3.1:</strong></td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
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<td><strong>MU.912.O.1.2:</strong></td>
<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
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<td><strong>Clarifications:</strong></td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>MU.912.O.1.3:</strong></td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.O.1.4:</strong></td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.O.1.5:</strong></td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals, and individual roles as needed.
- c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### Standard Relation to Course: Supporting

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a graph of a function and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Sustain focused attention, respect, and discipline during class, rehearsal, and performance.**

English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional
purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 1301370
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

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<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td>MU.912.F.3.3:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<tr>
<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<td>MU.912.H.1.2:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
<td>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
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<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media.</td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td>MU.912.H.2.4:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<tr>
<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
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<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<tr>
<td>MU.912.S.1.1:</td>
<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
<td>e.g., using text or scat syllables</td>
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<tr>
<td>MU.912.S.1.2:</td>
<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
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<td>MU.912.S.1.3:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
<td>e.g., texture, mode, form, tempo, voicing</td>
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<td>MU.912.S.1.4:</td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
<td>e.g., singing, playing, writing</td>
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<td>MU.912.S.2.1:</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
<td>e.g., memorization, sequential process</td>
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<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematics who participate in effortful learning both individually and with others:</td>
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<td><strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td><strong>Clarifications:</strong> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<td><strong>Clarifications:</strong> Teachers who encourage students to complete tasks with mathematical fluency:</td>
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<td><strong>Clarifications:</strong> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<tr>
<td><strong>Clarifications:</strong> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
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- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to analyze and problem solve.

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- Teachers who encourage students to complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

Clarifications:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

Clarifications:
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarifications:
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.5.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301370
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education > SubSubject: Instrumental Music >
Abbreviated Title: KEYBD 2
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
</table>
| MU.912.C.1.1: | **Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.**  
  **Clarifications:**  
  e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | **Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.**  
  **Clarifications:**  
  e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.2.1: | **Evaluate and make appropriate adjustments to personal performance in solo and ensembles.** |
| MU.912.C.2.2: | **Evaluate performance quality in recorded and/or live performances.** |
| MU.912.C.2.3: | **Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.** |
| MU.912.C.3.1: | **Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.** |
| MU.912.F.1.1: | **Analyze and evaluate the effect of “traditional” and contemporary technologies on the development of music.** |
| MU.912.F.2.1: | **Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.**  
  **Clarifications:**  
  e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.3.1: | **Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.** |
| MU.912.F.3.2: | **Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.** |
| MU.912.F.3.3: | **Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.** |
| MU.912.F.3.4: | **Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.** |
| MU.912.H.1.1: | **Investigate and discuss how a culture's traditions are reflected through its music.**  
  **Clarifications:**  
  e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.2: | **Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.**  
  **Clarifications:**  
  e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | **Compare two or more works of a composer across performance media.**  
  **Clarifications:**  
  e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.5: | **Analyze music within cultures to gain understanding of authentic performance practices.** |
| MU.912.H.2.1: | **Evaluate the social impact of music on specific historical periods.** |
| MU.912.H.2.4: | **Examine the effects of developing technology on composition, performance, and acquisition of music.**  
  **Clarifications:**  
  e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.3.1: | **Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.**  
  **Clarifications:**  
  e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.H.3.2: | **Compare two or more works of a composer across performance media.**  
  **Clarifications:**  
  e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.3.3: | **Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.**  
  **Clarifications:**  
  e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.H.3.4: | **Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.** |
| MU.912.H.5.1: | **Investigate and discuss how a culture's traditions are reflected through its music.**  
  **Clarifications:**  
  e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.5.2: | **Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.**  
  **Clarifications:**  
  e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.5.3: | **Compare two or more works of a composer across performance media.**  
  **Clarifications:**  
  e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.5.4: | **Analyze music within cultures to gain understanding of authentic performance practices.** |
| MU.912.H.5.5: | **Evaluate the social impact of music on specific historical periods.** |
| MU.912.H.5.6: | **Examine the effects of developing technology on composition, performance, and acquisition of music.**  
  **Clarifications:**  
  e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.5.7: | **Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.**  
  **Clarifications:**  
  e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.H.5.8: | **Compare two or more works of a composer across performance media.**  
  **Clarifications:**  
  e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.5.9: | **Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.**  
  **Clarifications:**  
  e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.H.5.10: | **Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.** |
Transfer expressive elements and performance techniques from one piece of music to another.

Perform and notate, independently and accurately, melodies by ear.

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Clarifications:
- e.g., memorization, sequential process

Transfer expressive elements and performance techniques from one piece of music to another.

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Sight-read music accurately and expressively to show synthesis of skills.

Clarifications:
- e.g., musical elements, expressive qualities, performance technique

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Develop and demonstrate proper vocal or instrumental technique.

Clarifications:
- e.g., posture, breathing, fingerling, embouchure, bow technique, tuning, strumming

LAFS.1112.RST.2.4:
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

LAFS.1112.SL.1.2:
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4:
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.WHST.3.7:
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Clarifications:
- e.g., texture, mode, form, tempo, voicing

LAFS.1112.RST.2.4:
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

LAFS.1112.SL.1.2:
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4:
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.WHST.3.7:
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about whether each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
General Course Information and Notes

VERSION DESCRIPTION

Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others’ piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1301380

Course Path: Section: Grades PreK to 1Z Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >
Abbreviated Title: KEYBD 3
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
# Course Standards

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<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
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<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4:
Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
e.g., singing, playing, writing

MU.912.S.2.1:
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
e.g., memorization, sequential process

MU.912.S.2.2:
Transfer expressive elements and performance techniques from one piece of music to another.

MU.912.S.3.1:
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**Clarifications:**
e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.2:
Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.4:
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Clarifications:**
e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.5:
Develop and demonstrate proper vocal or instrumental technique.

**Clarifications:**
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:
Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clariﬁcations:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clariﬁcations:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clariﬁcations:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clariﬁcations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clariﬁcations:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clariﬁcations:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.S.2.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION
Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others’ piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES
Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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Abbreviated Title: KEYBD 3
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
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<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>MU.912.H.3.2:</td>
<td>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</td>
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Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

MU.912.O.1.1: **Clarifications:**
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

MU.912.O.2.1: Transfer expressive elements and performance techniques from one piece of music to another.

MU.912.O.2.2: Synthesize music, MIDI, podcasting, webpage-development, and/or similar technology-based skills to share knowledge.

MU.912.O.2.3: Combine and/or create virtual and audio instruments.

Interpret and perform expressive elements indicated by the musical score and/or conductor.

MU.912.S.1.1: Perform and notate, independently and accurately, melodies by ear.

Clarifications:
- e.g., singing, playing, writing

Clarifications:
- e.g., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

MU.912.S.1.2: Transpose melodies into different modalities through performance and composition.

Clarifications:
- e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

Clarifications:
- e.g., musical elements, expressive qualities, performance technique

SYNTHESIZE music, MIDI, podcasting, webpage-development, and/or similar technology-based skills to share knowledge.

LAFS.1112.SL.1.1: Develop and demonstrate proper vocal or instrumental technique.

Clarifications:
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

LAFS.1112.SL.1.2: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

Standard Relation to Course: Supporting

LAFS.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.1112.SL.1.2: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LAFS.1112.RST.2.4: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
| MAFS.K12.MP.5.1: | concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. **Standard Relation to Course:** Supporting |
| MAFS.K12.MP.6.1: | **Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. **Standard Relation to Course:** Supporting |
| MAFS.K12.MP.7.1: | **Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(3 – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. **Standard Relation to Course:** Supporting |
| DA.912.S.2.1: | **Sustain focused attention, respect, and discipline during class, rehearsal, and performance.** |
| ELD.K12.ELL.SI.1: | **English language learners communicate for social and instructional purposes within the school setting.** |

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1301390
- **Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >
- **Abbreviated Title:** KEYBD 4 HONORS
- **Number of Credits:** One (1) credit
- **Course Length:** Year (Y)
- **Course Attributes:** Honors
- **Course Level:** 3
- **Course Type:** Core Academic Course
### Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
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<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
<td>9,10,11,12</td>
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- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts
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<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.2.3:</td>
<td>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</td>
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<td>Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.</td>
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<td>Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.</td>
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<td>MU.912.F.2.3:</td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</td>
</tr>
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<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
</tr>
<tr>
<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
</tr>
<tr>
<td>MU.912.F.3.4:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture’s traditions are reflected through its music.</td>
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<td>MU.912.H.1.2:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
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<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media.</td>
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<td>MU.912.H.1.4:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<tr>
<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td>MU.912.H.2.2:</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>MU.912.H.2.3:</td>
<td>Analyze the evolution of a music genre.</td>
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<td>MU.912.H.2.4:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<td>MU.912.H.3.2:</td>
<td>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</td>
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<td>Clarifications:</td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
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<tr>
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</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., acoustic, sound amplification, materials, mechanics</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public health, environmental health, and other related topics.</td>
</tr>
</tbody>
</table>
Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  

**MU.912.O.1.1:**  
*Clarifications:*  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  

**MU.912.O.2.1:**  
Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  

**MU.912.O.2.2:**  
Transpose melodies into different modalities through performance and composition.  

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  

**MU.912.O.3.1:**  
*Clarifications:*  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

Interpret and perform expressive elements indicated by the musical score and/or conductor.  

**MU.912.O.3.2:**  
**MU.912.S.1.2:**  
Compose music for voices and/or acoustic, digital, or electronic instruments.  

Perform and notate, independently and accurately, melodies by ear.  

**MU.912.S.1.4:**  
*Clarifications:*  
e.g., singing, playing, writing

Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.  

**MU.912.S.1.6:**  
*Clarifications:*  
e.g., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers

Combine and/or create virtual and audio instruments.  

**MU.912.S.1.7:**  
*Clarifications:*  
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  

**MU.912.S.2.1:**  
*Clarifications:*  
e.g., memorization, sequential process

Transfer expressive elements and performance techniques from one piece of music to another.  

**MU.912.S.2.2:**  
**MU.912.S.3.1:**  
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  

**MU.912.S.3.2:**  
*Clarifications:*  
e.g., musical elements, expressive qualities, performance technique

Sight-read music accurately and expressively to show synthesis of skills.  

**MU.912.S.3.3:**  
Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.  

Perform and notate, independently and accurately, melodies by ear.  

**MU.912.S.3.4:**  
*Clarifications:*  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

**MU.912.S.3.5:**  
*Clarifications:*  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Develop and demonstrate proper vocal or instrumental technique.  

Teachers who encourage students to participate actively in effortful learning both individually and with others:  

**MA.K12.MTR.1.1:**  
*Clarifications:*  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  

Cultivate a community of growth mindset learners.  
Foster perseverance in students by choosing tasks that are challenging.  
Develop students' ability to analyze and problem solve.  
Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  

Mathematicians who demonstrate understanding by representing problems in multiple ways:  

**MA.K12.MTR.2.1:**  
*Clarifications:*  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  

Help students make connections between concepts and representations.  
Provide opportunities for students to use manipulatives when investigating concepts.  
Guide students from concrete to pictorial to abstract representations as understanding progresses.  
Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  

Mathematicians who complete tasks with mathematical fluency:  

Select efficient and appropriate methods for solving problems within the given context.  
Maintain flexibility and accuracy while performing procedures and mental calculations.  
Complete tasks accurately and with confidence.
### MA.K12.MTR.3.1:
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

#### Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.4.1:
- Use patterns and structure to help understand and connect mathematical concepts.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Assess the reasonableness of solutions.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.5.1:
- Use models and methods to understand, represent and solve problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use models and methods to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.6.1:
- Evaluate results based on the given context.
- Connect mathematical concepts to everyday experiences.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because ______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DO.912.S.2.1:**
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:**
English language learners communicate for social and instructional purposes within the school setting.

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*Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards*
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

*English Language Development ELD Standards Special Notes Section:*
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**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.1.3: | **Analyze instruments of the world and classify them by common traits.**  
**Clarifications:**  
e.g., classical and folk instruments from around the world |
| MU.912.C.2.1: | **Evaluate and make appropriate adjustments to personal performance in solo and ensembles.** |
| MU.912.C.2.2: | **Evaluate performance quality in recorded and/or live performances.** |
| MU.912.C.2.3: | **Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.** |
| MU.912.C.3.1: | **Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.** |
| MU.912.F.3.1: | **Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.** |
| MU.912.F.3.2: | **Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.** |
| MU.912.F.3.3: | **Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.** |
| MU.912.H.1.1: | **Investigate and discuss how a culture’s traditions are reflected through its music.**  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.2: | **Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.**  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | **Compare two or more works of a composer across performance media.**  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.4: | **Analyze how Western music has been influenced by historical and current world cultures.** |
| MU.912.H.1.5: | **Analyze music within cultures to gain understanding of authentic performance practices.** |
| MU.912.H.2.1: | **Evaluate the social impact of music on specific historical periods.** |
| MU.912.H.2.4: | **Examine the effects of developing technology on composition, performance, and acquisition of music.** |
| MU.912.O.1.1: | **Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.**  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1: | **Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.** |
| MU.912.O.3.1: | **Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.**  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.2: | **Interpret and perform expressive elements indicated by the musical score and/or conductor.** |
| MU.912.S.1.1: | **Improvise rhythmic and melodic phrases over harmonic progressions.**  
**Clarifications:**  
e.g., using text or scat syllables |
| MU.912.S.1.4: | **Perform and notate, independently and accurately, melodies by ear.**  
**Clarifications:**  
e.g., singing, playing, writing |
| MU.912.S.2.1: | **Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.**  
**Clarifications:**  
e.g., memorization, sequential process |
| MU.912.S.2.2: | **Transfer expressive elements and performance techniques from one piece of music to another.** |
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**Clarifications:**
- Sight-read music accurately and expressively to show synthesis of skills.
- Musically, expressive qualities, performance technique.

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Analyze and describe the effect of rehearsal sessions and/or strategies on the refinement of skills and techniques.

**Clarifications:**
- Develop and demonstrate proper vocal or instrumental technique.
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals, and deadlines, and individual roles as needed.
- c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Standard Relation to Course: Supporting**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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- c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Standard Relation to Course: Supporting**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 5 × 7 + 7 × 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 × 7 and more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 5 × 7 + 7 × 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the
development of critical listening/aural skills; rudimentary instrumental technique and skills; music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302300
Course Path: Section: Grades PreK to 12 Education
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9, 10, 11, 12
Graduation Requirement: Performing/Fine Arts

Number of Credits: One (1) credit
SubSubject: Instrumental Music
Abbreviated Title: BAND 1
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.912.C.1.1</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.1.2</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</td>
</tr>
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<td>Clarifications:</td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.C.1.3</td>
<td>Analyze instruments of the world and classify them by common traits.</td>
</tr>
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<td>Clarifications:</td>
<td>e.g., classical and folk instruments from around the world</td>
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<td>MU.912.C.2.1</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
</tr>
<tr>
<td>MU.912.C.2.2</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.S.2.2</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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**MU.912.S.3.1:** Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**Clarifications:**
- Sight-read music accurately and expressively to show synthesis of skills.

**MU.912.S.3.2:**

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

**MU.912.S.3.3:** Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MU.912.S.3.4:** Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1:</th>
<th>Mathematicians who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td></td>
<td>• Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
<th>Demonstrate understanding by representing problems in multiple ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td></td>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<tr>
<td></td>
<td>• Express connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Complete tasks with mathematical fluency.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td></td>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>• Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td></td>
<td>• Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td></td>
<td>• Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td></td>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>• Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td></td>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td></td>
<td>• Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td></td>
<td>• Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

<table>
<thead>
<tr>
<th><strong>Clarifications:</strong></th>
<th>Use patterns and structure to help understand and connect mathematical concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td></td>
<td>• Focus on relevant details within a problem.</td>
</tr>
<tr>
<td></td>
<td>• Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td></td>
<td>• Decompose a complex problem into manageable parts.</td>
</tr>
</tbody>
</table>
### Mathematics (MA.K12.MTR.5.1)
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Mathematics (MA.K12.MTR.6.1)
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

### Mathematics (MA.K12.MTR.7.1)
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### English Language Arts (ELA.K12.EE.1.1)
Cite evidence to explain and justify reasoning.

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### English Language Arts (ELA.K12.EE.2.1)
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

### English Language Arts (ELA.K12.EE.3.1)
Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### English Language Arts (ELA.K12.EE.4.1)
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### English Language Arts (ELA.K12.EE.5.1)
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
General Course Information and Notes

VERSION DESCRIPTION

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302300
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: BAND 1
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Course Length: Year (Y)
Course Level: 2

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| MU.912.C.1.1:         | **Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.**  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2:         | **Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.**  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.1.3:         | **Analyze instruments of the world and classify them by common traits.**  
**Clarifications:**  
e.g., classical and folk instruments from around the world |
| MU.912.C.2.1:         | **Evaluate and make appropriate adjustments to personal performance in solo and ensembles.** |
| MU.912.C.2.2:         | **Evaluate performance quality in recorded and/or live performances.**       |
| MU.912.C.2.3:         | **Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.** |
| MU.912.C.3.1:         | **Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.** |
| MU.912.F.3.1:         | **Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.** |
| MU.912.F.3.2:         | **Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.** |
| MU.912.F.3.3:         | **Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.** |
| MU.912.H.1.1:         | **Investigate and discuss how a culture's traditions are reflected through its music.**  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.2:         | **Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.**  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3:         | **Compare two or more works of a composer across performance media.**        |
| MU.912.H.1.4:         | **Analyze how Western music has been influenced by historical and current world cultures.** |
| MU.912.H.1.5:         | **Analyze music within cultures to gain understanding of authentic performance practices.** |
| MU.912.H.2.1:         | **Evaluate the social impact of music on specific historical periods.**      |
| MU.912.H.2.3:         | **Analyze the evolution of a music genre.**  
**Clarifications:**  
e.g., jazz, blues |
| MU.912.H.2.4:         | **Examine the effects of developing technology on composition, performance, and acquisition of music.** |
| MU.912.O.1.1:         | **Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.**  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1:         | **Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.**  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.1:         | **Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.**  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.2:         | **Interpret and perform expressive elements indicated by the musical score and/or conductor.**  
**Clarifications:**  
e.g., using text or scat syllables |
| MU.912.S.1.1:         | **Improvisate rhythmic and melodic phrases over harmonic progressions.** |
| MU.912.S.1.4:         | **Perform and notate, independently and accurately, melodies by ear.**  
**Clarifications:**  
e.g., singing, playing, writing |
| MU.912.S.2.1:         | **Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.**  
**Clarifications:** |
MU.912.S.2.2: Transfer expressive elements and performance techniques from one piece of music to another.

MU.912.S.3.1: Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Sight-read music accurately and expressively to show synthesis of skills.

MU.912.S.3.2: Clarifications:
- e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.3: Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

MU.912.S.3.4: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

LAFS.910.SL.1.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

LAFS.910.RST.2.4: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 texts and topics.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Standard Relation to Course: Supporting

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.RST.2.4: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

LAFS.910.SL.1.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

LAFS.910.SL.1.1: Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(7y – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

DA.912.F.3.8: Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

ELD.912.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.
This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

**GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 1302310</th>
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**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 9 to 12 and Adult Education Courses

**Subject:** Music Education

**SubSubject:** Instrumental Music

**Abbreviated Title:** BAND 2

**Course Length:** Year (Y)

**Course Level:** 2

**Graduation Requirement:** Performing/Fine Arts

### Educator Certifications

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<td>MU.912.H.1.3:</td>
<td><strong>Compare two or more works of a composer across performance media.</strong>&lt;br&gt;&lt;br&gt;<strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td><strong>Analyze how Western music has been influenced by historical and current world cultures.</strong></td>
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<td>MU.912.S.1.1:</td>
<td><strong>Improvise rhythmic and melodic phrases over harmonic progressions.</strong></td>
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<td><strong>Perform and notate, independently and accurately, melodies by ear.</strong></td>
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| MU.912.S.2.1:| **Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.**}
Transfer expressive elements and performance techniques from one piece of music to another.

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Sight-read music accurately and expressively to show synthesis of skills.

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Use patterns and structure to help understand and connect mathematical concepts.
```markdown
<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
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<tbody>
<tr>
<td>Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>Decompose a complex problem into manageable parts.</td>
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<tr>
<td>Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td>Look for similarities among problems.</td>
</tr>
<tr>
<td>Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
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<tbody>
<tr>
<td>Assess the reasonableness of solutions.</td>
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<tr>
<td>Mathematicians who assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>- Estimate to discover possible solutions.</td>
</tr>
<tr>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
</tr>
<tr>
<td>- Check calculations when solving problems.</td>
</tr>
<tr>
<td>- Verify possible solutions by explaining the methods used.</td>
</tr>
<tr>
<td>- Evaluate results based on the given context.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
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<tbody>
<tr>
<td>Apply mathematics to real-world contexts.</td>
</tr>
<tr>
<td>Mathematicians who apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>- Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>- Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td>- Perform investigations to gather data or determine if a method is appropriate.</td>
</tr>
<tr>
<td>- Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
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<tbody>
<tr>
<td>Cite evidence to explain and justify reasoning.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
</tr>
<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
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<tbody>
<tr>
<td>Read and comprehend grade-level complex texts proficiently.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
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<th>ELA.K12.EE.3.1:</th>
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<td>Make inferences to support comprehension.</td>
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<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully.</td>
</tr>
<tr>
<td>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: &quot;I think ________ because ________&quot; The collaborative conversations are becoming academic conversations.</td>
</tr>
<tr>
<td>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

| **Clarifications:** |
| Use the accepted rules governing a specific format to create quality work. |
```
General Course Information and Notes

VERSION DESCRIPTION

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302310

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >

Abbreviated Title: BAND 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.912.C.1.1</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.1.2</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.C.1.3</td>
<td>Analyze instruments of the world and classify them by common traits.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., classical and folk instruments from around the world</td>
</tr>
<tr>
<td>MU.912.C.2.1</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
</tr>
<tr>
<td>MU.912.C.2.2</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
</tr>
<tr>
<td>MU.912.C.2.3</td>
<td>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</td>
</tr>
<tr>
<td>MU.912.C.3.1</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
</tr>
<tr>
<td>MU.912.F.3.1</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
</tr>
<tr>
<td>MU.912.F.3.2</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td>MU.912.F.3.3</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
</tr>
<tr>
<td>MU.912.F.3.4</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
</tr>
<tr>
<td>MU.912.H.1.1</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
<tr>
<td>MU.912.H.1.2</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.3</td>
<td>Compare two or more works of a composer across performance media.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.H.1.4</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
</tr>
<tr>
<td>MU.912.H.1.5</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
</tr>
<tr>
<td>MU.912.H.2.1</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> E.g., the evolution of a music genre.</td>
</tr>
<tr>
<td>MU.912.H.2.3</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> E.g., jazz, blues</td>
</tr>
<tr>
<td>MU.912.H.3.1</td>
<td>Analyze the organizational principles and conventions in musical works and discuss their effect on structure.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> E.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.1.1</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
</tr>
<tr>
<td>MU.912.O.1.1</td>
<td>Transpose melodies into different modalities through performance and composition.</td>
</tr>
<tr>
<td>MU.912.O.1.2</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> E.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.O.3.2</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
</tr>
<tr>
<td>MU.912.S.1.1</td>
<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> E.g., using text or scat syllables</td>
</tr>
</tbody>
</table>
Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
- e.g., singing, playing, writing

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
- e.g., memorization, sequential process

Transfer expressive elements and performance techniques from one piece of music to another.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Develop and demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Standard Relation to Course: Supporting**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
General Course Information and Notes

VERSION DESCRIPTION

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302320
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: BAND 3 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
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</tr>
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</table>
| MU.912.C.1.1: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:** e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:** e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.1.3: | Analyze instruments of the world and classify them by common traits.  
**Clarifications:** e.g., classical and folk instruments from around the world |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.2.3: | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.3.1: | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.1: | Investigate and discuss how a culture's traditions are reflected through its music.  
**Clarifications:** e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.2: | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:** e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:** e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.4: | Analyze how Western music has been influenced by historical and current world cultures. |
| MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.2: | Analyze the evolution of a music genre.  
**Clarifications:** e.g., jazz, blues |
| MU.912.H.2.3: | Examine the effects of developing technology on composition, performance, and acquisition of music. |
| MU.912.H.2.4: | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:** e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:** e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. |
| MU.912.O.2.2: | Transpose melodies into different modalities through performance and composition. |
| MU.912.O.3.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:** e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.1.1: | Improvise rhythmic and melodic phrases over harmonic progressions.  
**Clarifications:** e.g., using text or scat syllables |
### MU.912.S.1.4:
Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
- e.g., singing, playing, writing

### MU.912.S.2.1:
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
- e.g., memorization, sequential process

### MU.912.S.2.2:
Transfer expressive elements and performance techniques from one piece of music to another.

### MU.912.S.3.1:
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**Clarifications:**
- Sight-read music accurately and expressively to show synthesis of skills.
- e.g., musical elements, expressive qualities, performance technique

### MU.912.S.3.2:
Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

### MU.912.S.3.3:
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

### MU.912.S.3.4:
Develop and demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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### MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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### MA.K12.MTR.4.1:
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
</tr>
<tr>
<td>- Support students to develop generalizations based on the similarities found among problems.</td>
</tr>
<tr>
<td>- Provide opportunities for students to create plans and procedures to solve problems.</td>
</tr>
<tr>
<td>- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
</tr>
</tbody>
</table>

### Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>- Have students estimate or predict solutions prior to solving.</td>
</tr>
<tr>
<td>- Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
</tr>
<tr>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
</tr>
<tr>
<td>- Strengthen students’ ability to verify solutions through justifications.</td>
</tr>
</tbody>
</table>

### Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
</tr>
<tr>
<td>- Support students to question the accuracy of their models and methods.</td>
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<tr>
<td>- Support students as they validate conclusions by comparing them to the given situation.</td>
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<tr>
<td>- Indicate how various concepts can be applied to other disciplines.</td>
</tr>
</tbody>
</table>

### Cite evidence to explain and justify reasoning.

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<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
</tr>
<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
</tbody>
</table>

### Read and comprehend grade-level complex texts proficiently.

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

### Make inferences to support comprehension.

<table>
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<tr>
<th>ELA.K12.EE.3.1:</th>
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<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

### Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

<table>
<thead>
<tr>
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<td><strong>Clarifications:</strong></td>
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<tr>
<td>In kindergarten, students learn to listen to one another respectfully.</td>
</tr>
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</table>
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302320
Course Path: Section: Grades PreK to 12 Education
Courses: Grades 9 to 12 and Adult
Education Courses: Music Education
SubSubject: Instrumental Music
Abbreviated Title: BAND 3
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
## Course Standards

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<td>MU.912.C.1.1</td>
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<tr>
<td>MU.912.C.1.2</td>
<td><strong>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.C.1.3</td>
<td><strong>Analyze instruments of the world and classify them by common traits.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - e.g., classical and folk instruments from around the world</td>
</tr>
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<td>MU.912.C.2.1</td>
<td><strong>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</strong></td>
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<td>MU.912.C.2.2</td>
<td><strong>Evaluate performance quality in recorded and/or live performances.</strong></td>
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<td>MU.912.C.2.3</td>
<td><strong>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</strong></td>
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<td>MU.912.C.3.1</td>
<td><strong>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</strong></td>
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<td>MU.912.F.1.1</td>
<td><strong>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  - e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
<tr>
<td>MU.912.F.3.1</td>
<td><strong>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</strong></td>
</tr>
<tr>
<td>MU.912.F.3.2</td>
<td><strong>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</strong></td>
</tr>
<tr>
<td>MU.912.F.3.3</td>
<td><strong>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</strong></td>
</tr>
<tr>
<td>MU.912.F.3.4</td>
<td><strong>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</strong></td>
</tr>
<tr>
<td>MU.912.H.1.1</td>
<td><strong>Investigate and discuss how a culture's traditions are reflected through its music.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<tr>
<td>MU.912.H.1.2</td>
<td><strong>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.3</td>
<td><strong>Compare two or more works of a composer across performance media.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td>MU.912.H.1.4</td>
<td><strong>Analyze how Western music has been influenced by historical and current world cultures.</strong></td>
</tr>
<tr>
<td>MU.912.H.1.5</td>
<td><strong>Analyze music within cultures to gain understanding of authentic performance practices.</strong></td>
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<td>MU.912.H.2.1</td>
<td><strong>Evaluate the social impact of music on specific historical periods.</strong></td>
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<td>MU.912.H.2.2</td>
<td><strong>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - Analyze the evolution of a music genre.  - e.g., jazz, blues</td>
</tr>
<tr>
<td>MU.912.H.3.1</td>
<td><strong>Examine the effects of developing technology on composition, performance, and acquisition of music.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  - e.g., acoustics, sound amplification, materials, mechanics</td>
</tr>
<tr>
<td>MU.912.O.1.1</td>
<td><strong>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<tr>
<td>MU.912.O.2.1</td>
<td><strong>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</strong></td>
</tr>
<tr>
<td>MU.912.O.2.2</td>
<td><strong>Transpose melodies into different modalities through performance and composition.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;  - Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  - e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
</tbody>
</table>

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**Band 4 (#1302330) 2020 - 2022 (current)**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.912.O.3.2</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
</tr>
<tr>
<td>MU.912.S.1.1</td>
<td>Clarifications: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.S.1.2</td>
<td>Clarifications: Improvise rhythmic and melodic phrases over harmonic progressions.</td>
</tr>
<tr>
<td>MU.912.S.1.3</td>
<td>Clarifications: e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>MU.912.S.1.4</td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
</tr>
<tr>
<td>MU.912.S.2.1</td>
<td>Clarifications: e.g., memorization, sequential process</td>
</tr>
<tr>
<td>MU.912.S.2.2</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td>MU.912.S.2.3</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
</tr>
<tr>
<td>MU.912.S.2.4</td>
<td>Clarifications: e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td>MU.912.S.3.3</td>
<td>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</td>
</tr>
<tr>
<td>MU.912.S.3.4</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
<tr>
<td>LAFS.1112.RST.2.4</td>
<td>Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>LAFS.1112.RST.2.5</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 texts and topics.</td>
</tr>
<tr>
<td>LAFS.1112.RST.3.8</td>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
</tr>
<tr>
<td>LAFS.1112.WHST.3.9</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1</td>
<td>Attend to precision.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.2</td>
<td>Look for and make use of structure.</td>
</tr>
</tbody>
</table>
MAFS.K12.MP.7.1: Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

DA.912.F.3.8: Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302330
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: BAND 4
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Types: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
### Course Standards

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<td>MU.912.H.1.1:</td>
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<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<td>Clarifications:</td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
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<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td>Clarifications:</td>
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<td>MU.912.O.2.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>Transpose melodies into different modalities through performance and composition.</td>
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<td>Clarifications:</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

**MU.912.O.3.2:** Interpret and perform expressive elements indicated by the musical score and/or conductor.

**MU.912.S.1.1:** Improvise rhythmic and melodic phrases over harmonic progressions.

**Clarifications:**
- e.g., using text or scat syllables

**MU.912.S.1.3:** Arrange a musical work by manipulating two or more aspects of the composition.

**Clarifications:**
- e.g., texture, mode, form, tempo, voicing

**MU.912.S.1.4:** Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
- e.g., singing, playing, writing

**MU.912.S.2.1:** Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
- e.g., memorization, sequential process

**MU.912.S.2.2:** Transfer expressive elements and performance techniques from one piece of music to another.

**MU.912.S.3.1:** Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

**MU.912.S.3.3:** Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

**MU.912.S.3.4:** Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

**MU.912.S.3.5:** Develop and demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MA.K12.MTR.1.1:** Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:** Demonstrate understanding by representing problems in multiple ways.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:** Complete tasks with mathematical fluency.

**Mathematicians who complete tasks with mathematical fluency:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
### General Course Information and Notes

**VERSION DESCRIPTION**
This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

**GENERAL NOTES**
All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special ELD Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number**: 1302330

**Course Path**: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >
SubSubject: Instrumental Music >
Educator Certifications

<table>
<thead>
<tr>
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<tr>
<td>Music (Elementary and Secondary Grades K-12)</td>
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</table>

Abbreviated Title: BAND 4
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Course Length: Year (Y)
Course Level: 2
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<td>MU.912.C.1.2</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
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<td>Clarifications:</td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<td>MU.912.C.1.3</td>
<td>Analyze instruments of the world and classify them by common traits.</td>
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<td>Clarifications:</td>
<td>e.g., classical and folk instruments from around the world</td>
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<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.2.3</td>
<td>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.1.1</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<td>Clarifications:</td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
</tr>
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<td>MU.912.F.2.1</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
</tr>
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<td>Clarifications:</td>
<td>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
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<td>MU.912.F.3.1</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
</tr>
<tr>
<td>MU.912.F.3.2</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td>MU.912.F.3.3</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
</tr>
<tr>
<td>MU.912.F.3.4</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
</tr>
<tr>
<td>MU.912.H.1.1</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
<tr>
<td>MU.912.H.1.2</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.3</td>
<td>Compare two or more works of a composer across performance media.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.H.1.4</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
</tr>
<tr>
<td>MU.912.H.1.5</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
</tr>
<tr>
<td>MU.912.H.2.1</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
</tr>
<tr>
<td>MU.912.H.2.2</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
</tr>
<tr>
<td>MU.912.H.2.3</td>
<td>Analyze the evolution of a music genre.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., jazz, blues</td>
</tr>
<tr>
<td>MU.912.H.2.4</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
</tr>
<tr>
<td>MU.912.H.3.1</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
</tr>
<tr>
<td>MU.912.O.1.1</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.2.1</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
</tr>
</tbody>
</table>
Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

**MU.912.O.2.2:** Transpose melodies into different modalities through performance and composition.

**MU.912.O.3.1:** Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

- **Clarifications:**
  - e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

**MU.912.O.3.2:** Interpret and perform expressive elements indicated by the musical score and/or conductor.

- **Clarifications:**
  - e.g., using text or scat syllables

**MU.912.S.1.1:** Create aural and visual images to explore and deepen their understanding of concepts.

- **Clarifications:**
  - e.g., texture, mode, form, tempo, voicing

- **Clarifications:**
  - e.g., singing, playing, writing

**MU.912.S.1.2:** Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

- **Clarifications:**
  - e.g., memorization, sequential process

- **Clarifications:**
  - e.g., memory, internalization, processing

**MU.912.S.2.1:** Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

- **Clarifications:**
  - e.g., musical elements, expressive qualities, performance technique

**MU.912.S.3.1:** Sight-read music accurately and expressively to show synthesis of skills.

- **Clarifications:**
  - e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MU.912.S.3.2:** Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

- **Clarifications:**
  - e.g., scales, modes, harmonic structure, timbre choice, rhythm, orchestration

**MU.912.S.3.3:** Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

- **Clarifications:**
  - e.g., texture, mode, form, tempo, voicing

**MU.912.S.3.4:** Develop and demonstrate proper vocal or instrumental technique.

- **Clarifications:**
  - e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**LAFS.1112.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

- **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**
  - **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - **b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - **c.** Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Standard Relation to Course: Supporting**

**LAFS.1112.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- **a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- **b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- **c.** Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- **d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Standard Relation to Course: Supporting**

**LAFS.1112.SL.1.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- **LAFS.1112.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- **LAFS.1112.SL.2.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- **LAFS.1112.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **LAFS.1112.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **LAFS.1112.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

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### General Course Information and Notes

**VERSION DESCRIPTION**

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity and composition through composition and/or arrangement. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

**GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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<td><strong>Course Path:</strong></td>
<td><strong>Section:</strong> Grades PreK to 12 Education</td>
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<td><strong>Courses:</strong></td>
<td><strong>Grade Group:</strong> Grades 9 to 12 and Adult</td>
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<td><strong>Education Courses:</strong></td>
<td><strong>Subject:</strong> Music Education</td>
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<tr>
<td><strong>SubSubject:</strong></td>
<td>Instrumental Music</td>
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Abbreviated Title: BAND 5 HON

Number of Credits: One (1) credit
Course Length: Year (Y)

Course Attributes:
- Honors

Course Level: 3

Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9, 10, 11, 12
Graduation Requirement: Performing/Fine Arts

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<td>MU.912.O.1.1</td>
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### MU.912.O.2.2
Transpose melodies into different modalities through performance and composition.

#### Clarifications:
- e.g., texture, mode, form, tempo, voicing

### MU.912.O.3.1
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

#### Clarifications:
- e.g., using text or scat syllables

### MU.912.O.3.2
Interpret and perform expressive elements indicated by the musical score and/or conductor.

#### Clarifications:
- e.g., singing, playing, writing

### MU.912.O.2.2
Arrange a musical work by manipulating two or more aspects of the composition.

#### Clarifications:
- e.g., memory, pre-composition

### MU.912.O.3.2
Perform and notate, independently and accurately, melodies by ear.

#### Clarifications:
- e.g., texture, mode, form, tempo, voicing

### MU.912.O.3.1
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

#### Clarifications:
- e.g., memorization, sequential process

### MU.912.O.3.2
Transfer expressive elements and performance techniques from one piece of music to another.

#### Clarifications:
- e.g., musical elements, expressive qualities, performance technique

### MU.912.O.3.3
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

#### Clarifications:
- e.g., scales, modes, harmonic structure, timbre choice, rhythm, orchestration

### MU.912.O.3.4
Sight-read music accurately and expressively to show synthesis of skills.

#### Clarifications:
- e.g., using text or scat syllables

### MU.912.O.3.5
Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

#### Clarifications:
- e.g., musical elements, expressive qualities, performance technique

### MU.912.O.3.6
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

#### Clarifications:
- e.g., memory, pre-composition

### MA.K12.MTR.1.1
Develop and demonstrate proper vocal or instrumental technique.

#### Clarifications:
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

### MA.K12.MTR.2.1
Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

#### Clarifications:
- e.g., memory, pre-composition

### MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

#### Clarifications:
- Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others. Teach conversations that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.
- Clarifications:
  - Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
    - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
    - Create opportunities for students to discuss their thinking with peers.
    - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
    - Develop students' ability to justify methods and compare their responses to the responses of their peers.

| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts. Teach patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.
- Clarifications:
  - Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
    - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
    - Support students to develop generalizations based on the similarities found among problems.
    - Provide opportunities for students to create plans and procedures to solve problems.
    - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

| MA.K12.MTR.6.1: | Assess the reasonableness of solutions. Teach students to assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.
- Clarifications:
  - Teachers who encourage students to assess the reasonableness of solutions:
    - Have students estimate or predict solutions prior to solving.
    - Prompt students to continually ask, "Does this solution make sense? How do you know?"
    - Reinforce that students check their work as they progress within and after a task.
    - Strengthen students' ability to verify solutions through justifications.

| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts. Teach mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.
- Clarifications:
  - Teachers who encourage students to apply mathematics to real-world contexts:
    - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
    - Challenge students to question the accuracy of their models and methods.
    - Support students as they validate conclusions by comparing them to the given situation.
    - Indicate how various concepts can be applied to other disciplines.

| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.
- Clarifications:
  - K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
  - 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
  - 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
  - 6-8 Students continue with previous skills and use a style guide to create a proper citation.
### General Course Information and Notes

**VERSION DESCRIPTION**

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

### GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a level of rigor. It is a process of inquiry, critical thinking, and engagement with complex ideas.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit...

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<tr>
<th>ELA.K12.EE.2.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
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<tbody>
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<td><strong>Clarifications:</strong></td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
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<th>ELA.K12.EE.3.1:</th>
<th>Make inferences to support comprehension.</th>
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<td><strong>Clarifications:</strong></td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
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<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
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<td><strong>Clarifications:</strong></td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
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<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
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<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
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<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
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<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
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| DA.912.F.3.8: | Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment. |

| DA.912.S.2.1: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance. |

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<th>SS.912.H.1.5:</th>
<th>Examine artistic response to social issues and new ideas in various cultures.</th>
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<td><strong>Clarifications:</strong></td>
<td>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</td>
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| SS.912.H.2.3: | Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications. |

| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302340

Number of Credits: One (1) credit

Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: BAND 5 HON

Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
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<td><strong>MU.912.C.1.1:</strong></td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<td><strong>MU.912.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<td><strong>MU.912.C.1.3:</strong></td>
<td>Analyze instruments of the world and classify them by common traits.</td>
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<td>e.g., classical and folk instruments from around the world</td>
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<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
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<td><strong>Clarifications:</strong></td>
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<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</td>
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Sight-read music accurately and expressively to show synthesis of skills.

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

LAFS.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.2: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.1.3: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.SL.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use
<table>
<thead>
<tr>
<th>Standard Relation to Course:</th>
<th>Supporting</th>
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<tbody>
<tr>
<td>MAFS.K12.MP.6.1:</td>
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</tbody>
</table>
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MAFS.K12.MP.7.1: | 
Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. |
| DA.912.F.3.8: | 
Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment. |
| DA.912.S.2.1: | 
Sustain focused attention, respect, and discipline during class, rehearsal, and performance. |
| ELD.K12.ELL.SI.1: | 
English language learners communicate for social and instructional purposes within the school setting. |
| SS.912.H.1.5: | 
Examine artistic response to social issues and new ideas in various cultures. |

**Clarifications:**
Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

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**General Course Information and Notes**

**General Notes**

This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**General Information**

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<tbody>
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<tr>
<td>Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Music Education &gt; SubSubject: Instrumental Music &gt;</td>
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# Course Standards

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<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
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<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. <strong>Clarifications:</strong> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.C.1.3:</td>
<td>Analyze instruments of the world and classify them by common traits. <strong>Clarifications:</strong> e.g., classical and folk instruments from around the world</td>
</tr>
<tr>
<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.2.3:</td>
<td>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.1.1:</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. <strong>Clarifications:</strong> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
</tr>
<tr>
<td>MU.912.F.2.1:</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
<tr>
<td>MU.912.F.2.2:</td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. <strong>Clarifications:</strong> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
</tr>
<tr>
<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
</tr>
<tr>
<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
</tr>
<tr>
<td>MU.912.F.3.4:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
</tr>
<tr>
<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture’s traditions are reflected through its music. <strong>Clarifications:</strong> e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
<tr>
<td>MU.912.H.1.2:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <strong>Clarifications:</strong> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media. <strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.H.1.4:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
</tr>
<tr>
<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
</tr>
<tr>
<td>MU.912.H.2.1:</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
</tr>
<tr>
<td>MU.912.H.2.2:</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. <strong>Clarifications:</strong> Analyze the evolution of a music genre. <strong>Clarifications:</strong> e.g., jazz, blues</td>
</tr>
<tr>
<td>MU.912.H.2.3:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music. <strong>Clarifications:</strong> Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <strong>Clarifications:</strong> e.g., acoustics, sound amplification, materials, mechanics</td>
</tr>
</tbody>
</table>
| MU.912.H.3.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. **Clarifications:**
<table>
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<th>Standard</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>MU.912.O.1.1</td>
<td>Clarifications: e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.2.1</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
</tr>
<tr>
<td>MU.912.O.2.2</td>
<td>Transpose melodies into different modalities through performance and composition.</td>
</tr>
<tr>
<td>MU.912.O.3.1</td>
<td>Clarifications: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.O.3.2</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
</tr>
<tr>
<td>MU.912.S.1.1</td>
<td>Clarifications: e.g., using text or scat syllables</td>
</tr>
<tr>
<td>MU.912.S.1.3</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
</tr>
<tr>
<td>MU.912.S.1.4</td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
</tr>
<tr>
<td>MU.912.S.2.1</td>
<td>Clarifications: e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>MU.912.S.2.2</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
</tr>
<tr>
<td>MU.912.S.2.3</td>
<td>Clarifications: e.g., memorization, sequential process</td>
</tr>
<tr>
<td>MU.912.S.3.1</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
</tr>
<tr>
<td>MU.912.S.3.2</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
</tr>
<tr>
<td>MU.912.S.3.3</td>
<td>Clarifications: e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td>MU.912.S.3.4</td>
<td>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</td>
</tr>
<tr>
<td>MU.912.S.3.5</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1</td>
<td>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: * Cultivate a community of growth mindset learners. * Foster perseverance in students by choosing tasks that are challenging. * Develop students' ability to analyze and problem solve. * Recognize students' effort when solving challenging problems.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.1</td>
<td>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: * Help students make connections between concepts and representations. * Provide opportunities for students to use manipulatives when investigating concepts. * Guide students from concrete to pictorial to abstract representations as understanding progresses. * Show students that various representations can have different purposes and can be useful in different situations.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.2</td>
<td>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: * Select efficient and appropriate methods for solving problems within the given context. * Maintain flexibility and accuracy while performing procedures and mental calculations. * Complete tasks accurately and with confidence.</td>
</tr>
</tbody>
</table>
• Adapt procedures to apply them to a new context.
• Use feedback to improve efficiency when performing calculations.

**Clariﬁcations:**
Teachers who encourage students to complete tasks with mathematical ﬂuency:
• Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
• Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
• Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

**Engage in discussions that reﬂect on the mathematical thinking of self and others.**
Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efﬁciency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

**Clariﬁcations:**
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
• Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

**Clariﬁcations:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

**Clariﬁcations:**
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justiﬁcations.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efﬁciency.

**Clariﬁcations:**
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

**Clariﬁcations:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly
**General Course Information and Notes**

**VERSION DESCRIPTION**

This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and arrangement and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

**GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes**: Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Honors and Advanced Level Course Note**: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTR, please visit...
Educator Certifications

<table>
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<tr>
<th>Subject</th>
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<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td><strong>Clarifications:</strong> e.g., musical elements, expressive qualities, performance technique</td>
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<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>DA.912.C.1.2:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
</tr>
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<td></td>
<td><strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<tr>
<td>DA.912.C.2.1:</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
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<td></td>
<td><strong>Clarifications:</strong> e.g., improvisation, trial and error, collaboration</td>
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<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the working environment.</td>
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<td>DA.912.O.1.3:</td>
<td>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.</td>
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<td><strong>Clarifications:</strong> e.g., tendu-dégagé-grand battement-grand jeté</td>
</tr>
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<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<td><strong>Clarifications:</strong> e.g., repetition, revision, refinement, focus</td>
</tr>
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<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 topics and topics.</td>
</tr>
<tr>
<td></td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td></td>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.2:</td>
<td>c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
</tr>
<tr>
<td></td>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
</tr>
</tbody>
</table>

**Standard Relation to Course: Supporting**

<p>| LAFS.910.SL.1.2: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| LAFS.910.SL.1.3: | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| LAFS.910.SL.2.4: | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| LAFS.910.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.                                                                                                                         |
|            | <strong>Clarifications:</strong> Analyze the movement performance of self and others.                                                                                                                                      |</p>
<table>
<thead>
<tr>
<th>Clarity</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE.912.C.2.3: Clarifications:</td>
<td>Some examples are video analysis and checklist.</td>
</tr>
<tr>
<td>PE.912.C.2.7:</td>
<td>Evaluate the effectiveness of specific warm-up and cool-down activities.</td>
</tr>
<tr>
<td>PE.912.C.2.9: Clarifications:</td>
<td>Some examples of precautions are hydration and appropriate attire.</td>
</tr>
<tr>
<td>PE.912.C.2.25:</td>
<td>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.</td>
</tr>
<tr>
<td>PE.912.M.1.20:</td>
<td>Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.</td>
</tr>
<tr>
<td>PE.912.R.5.5:</td>
<td>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</td>
</tr>
</tbody>
</table>

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 * 8 equals the well remembered 7 * 5 + 7 * 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 * 7 and the 9 as 2 * 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**GENERAL INFORMATION**

**Course Number:** 1302355

**Course Path:** Section: Grades PreK to 12 Education

**Courses > Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Music Education >
### Educator Certifications

<table>
<thead>
<tr>
<th>SubSubject</th>
<th>Instrumental Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviated Title</td>
<td>MARCHING BAND</td>
</tr>
<tr>
<td>Number of Credits</td>
<td>Half credit (.5)</td>
</tr>
<tr>
<td>Course Type</td>
<td>Core Academic Course</td>
</tr>
<tr>
<td>Course Status</td>
<td>Course Approved</td>
</tr>
<tr>
<td>Course Length</td>
<td>Semester (S)</td>
</tr>
<tr>
<td>Course Level</td>
<td>2</td>
</tr>
<tr>
<td>Grade Level(s)</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>Graduation Requirement</td>
<td>Performing/Fine Arts</td>
</tr>
</tbody>
</table>

- **Music (Elementary and Secondary Grades K-12)**
- **Instrumental Music (Secondary Grades 7-12)**
- **Instrumental Music (Elementary and Secondary Grades K-12)**
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU.912.C.1.1:</strong></td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td><strong>MU.912.C.2.1:</strong></td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
</tr>
<tr>
<td><strong>MU.912.C.2.2:</strong></td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
</tr>
<tr>
<td><strong>MU.912.C.2.3:</strong></td>
<td>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</td>
</tr>
<tr>
<td><strong>MU.912.C.3.1:</strong></td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
</tr>
<tr>
<td><strong>MU.912.F.3.3:</strong></td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
</tr>
<tr>
<td><strong>MU.912.O.3.2:</strong></td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
</tr>
<tr>
<td><strong>MU.912.S.2.2:</strong></td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td><strong>MU.912.S.3.1:</strong></td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
</tr>
<tr>
<td><strong>MU.912.S.3.2:</strong></td>
<td>Sight-read music accurately and expressively to show synthesis of skills. <strong>Clarifications:</strong> e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td><strong>MU.912.S.3.5:</strong></td>
<td>Develop and demonstrate proper vocal or instrumental technique. <strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
</tbody>
</table>
| **MA.K12.MTR.1.1:** | Mathematicians who participate in effortful learning both individually and with others:  
  - Analyze the problem in a way that makes sense given the task.  
  - Ask questions that will help with solving the task.  
  - Build perseverance by modifying methods as needed while solving a challenging task.  
  - Stay engaged and maintain a positive mindset when working to solve tasks.  
  - Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
  - Cultivate a community of growth mindset learners.  
  - Foster perseverance in students by choosing tasks that are challenging.  
  - Develop students' ability to analyze and problem solve.  
  - Recognize students' effort when solving challenging problems. |
| **MA.K12.MTR.2.1:** | Mathematicians who demonstrate understanding by representing problems in multiple ways:  
  - Build understanding through modeling and using manipulatives.  
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
  - Progress from modeling problems with objects and drawings to using algorithms and equations.  
  - Express connections between concepts and representations.  
  - Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
  - Help students make connections between concepts and representations.  
  - Provide opportunities for students to use manipulatives when investigating concepts.  
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.  
  - Show students that various representations can have different purposes and can be useful in different situations. |
| **MA.K12.MTR.3.1:** | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
  - Select efficient and appropriate methods for solving problems within the given context.  
  - Maintain flexibility and accuracy while performing procedures and mental calculations.  
  - Complete tasks accurately and with confidence.  
  - Adapt procedures to apply them to a new context.  
  - Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:  
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
  - Offer multiple opportunities for students to practice efficient and generalizable methods.  
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**DA.912.C.1.2:**
Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.

**Clarifications:**
E.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues

**DA.912.C.2.1:**
Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.

**Clarifications:**
E.g., improvisation, trial and error, collaboration

**DA.912.F.3.8:**
Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

**DA.912.O.1.3:**
Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

**Clarifications:**
E.g., tendu-dégagé-grand battement-grand jeté

**DA.912.S.2.1:**
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2: Apply corrections and concepts from previously learned steps to different material to improve processing of new information.

Clarifications:
- e.g., repetition, revision, refinement, focus

Cite evidence to explain and justify reasoning.

Clarifications:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
- In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1: Make inferences to support comprehension.

Clarifications:
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1: Use the accepted rules governing a specific format to create quality work.

Clarifications:
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

PE.912.C.2.3: Analyze the movement performance of self and others.

Clarifications:
- Some examples are video analysis and checklist.

PE.912.C.2.7: Evaluate the effectiveness of specific warm-up and cool-down activities.

Clarifications:
- Some examples of precautions are hydration and appropriate attire.

PE.912.C.2.25: Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

PE.912.R.5.5: Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students will participate in activities of their school’s marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.

GENERAL NOTES

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g.,
borrow, rent, purchase) an instrument from an outside source.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

- **Course Number:** 1302355
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >
- **Abbreviated Title:** MARCHING BAND
- **Course Length:** Semester (S)
- **Course Level:** 2
- **Course Status:** State Board Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

<table>
<thead>
<tr>
<th>Music (Elementary and Secondary Grades K-12)</th>
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<tbody>
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<td>Instrumental Music (Secondary Grades 7-12)</td>
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<tr>
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<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.C.1.3:</td>
<td>Analyze instruments of the world and classify them by common traits.</td>
<td>e.g., classical and folk instruments from around the world</td>
</tr>
<tr>
<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
<td></td>
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<tr>
<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<tr>
<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
<td></td>
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<tr>
<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
<td></td>
</tr>
<tr>
<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
<td></td>
</tr>
<tr>
<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
<td></td>
</tr>
<tr>
<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
<tr>
<td>MU.912.H.1.2:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
<td>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media.</td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<tr>
<td>MU.912.H.1.4:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
<td></td>
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<tr>
<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
<td></td>
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<tr>
<td>MU.912.H.2.1:</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
<td></td>
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<tr>
<td>MU.912.H.2.4:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
<td></td>
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<tr>
<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.2.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
<td></td>
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<tr>
<td>MU.912.O.3.1:</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<tr>
<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
<td></td>
</tr>
<tr>
<td>MU.912.S.1.4:</td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
<td>e.g., singing, playing, writing</td>
</tr>
<tr>
<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
<td></td>
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<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<tr>
<td>MU.912.S.3.2:</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
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<tr>
<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
<td></td>
</tr>
<tr>
<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
</tbody>
</table>
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Demonstrate effective teamwork and accountability, using compromise, and reflect on the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and, clarify, verify, or challenge ideas and conclusions.

Evaluate a speaker’s point of view, reasoning, and use of evidence and logical such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Draw evidence from informational texts to support analysis, reflection, and research.

General Course Information and Notes

VERSION DESCRIPTION

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level
words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302360

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >
Abbreviated Title: ORCH 1
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

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<th>Name</th>
<th>Description</th>
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<tr>
<td><strong>MU.912.C.1.1:</strong></td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td><strong>MU.912.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td><strong>MU.912.C.1.3:</strong></td>
<td>Analyze instruments of the world and classify them by common traits.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., classical and folk instruments from around the world</td>
</tr>
<tr>
<td><strong>MU.912.C.2.1:</strong></td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td><strong>MU.912.C.2.2:</strong></td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<tr>
<td><strong>MU.912.C.3.1:</strong></td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td><strong>MU.912.F.3.1:</strong></td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td><strong>MU.912.F.3.2:</strong></td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td><strong>MU.912.F.3.3:</strong></td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td><strong>MU.912.H.1.1:</strong></td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.H.1.2:</strong></td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
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<td><strong>MU.912.H.1.3:</strong></td>
<td>Compare two or more works of a composer across performance media.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.H.1.4:</strong></td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<tr>
<td><strong>MU.912.H.1.5:</strong></td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td><strong>MU.912.H.2.1:</strong></td>
<td>Evaluate the social impact of music on specific historical periods.</td>
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<tr>
<td><strong>MU.912.H.2.4:</strong></td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td><strong>MU.912.O.1.1:</strong></td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.O.2.1:</strong></td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td><strong>MU.912.O.3.1:</strong></td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., singing, playing, writing</td>
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<td><strong>MU.912.O.3.2:</strong></td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
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<td><strong>MU.912.S.1.4:</strong></td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td><strong>MU.912.S.3.2:</strong></td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Mathematicians who apply mathematics to real-world contexts:

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302360
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: ORCH 1
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| **MU.912.C.1.2:** | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| **MU.912.C.1.3:** | Analyze instruments of the world and classify them by common traits.  
**Clarifications:**  
e.g., classical and folk instruments from around the world |
| **MU.912.C.2.1:** | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| **MU.912.C.2.2:** | Evaluate performance quality in recorded and/or live performances. |
| **MU.912.C.3.1:** | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| **MU.912.F.3.1:** | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| **MU.912.F.3.3:** | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| **MU.912.H.1.1:** | Investigate and discuss how a culture's traditions are reflected through its music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| **MU.912.H.1.2:** | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
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e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| **MU.912.H.1.3:** | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| **MU.912.H.1.4:** | Analyze how Western music has been influenced by historical and current world cultures. |
| **MU.912.H.2.1:** | Evaluate the social impact of music on specific historical periods. |
| **MU.912.O.1.1:** | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| **MU.912.O.2.1:** | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. |
| **MU.912.O.3.1:** | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| **MU.912.O.3.2:** | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| **MU.912.S.1.4:** | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing |
| **MU.912.S.2.2:** | Transfer expressive elements and performance techniques from one piece of music to another. |
| **MU.912.S.3.1:** | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique |
| **MU.912.S.3.2:** | Sight-read music accurately and expressively to show synthesis of skills. |
| **MU.912.S.3.3:** | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |

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Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.
### MA.K12.MTR.1.1:

**Clariifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- **Stay engaged and maintain a positive mindset when working to solve tasks.**
- **Help and support each other when attempting a new method or approach.**

- Demonstrate understanding by representing problems in multiple ways.
  - Mathematicians who demonstrate understanding by representing problems in multiple ways:
    - Build understanding through modeling and using manipulatives.
    - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
    - Progress from modeling with objects and drawings to using algorithms and equations.
    - Express connections between concepts and representations.
    - Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- Complete tasks with mathematical fluency.
  - Mathematicians who complete tasks with mathematical fluency:
    - Select efficient and appropriate methods for solving problems within the given context.
    - Maintain flexibility and accuracy while performing procedures and mental calculations.
    - Complete tasks accurately and with confidence.
    - Adapt procedures to apply them to a new context.
    - Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- Engage in discussions that reflect on the mathematical thinking of self and others.
  - Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
    - Communicate mathematical ideas, vocabulary and methods effectively.
    - Analyze the mathematical thinking of others.
    - Compare the efficiency of a method to those expressed by others.
    - Recognize errors and suggest how to correctly solve the task.
    - Justify results by explaining methods and processes.
    - Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to analyze and problem solve.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

- Use patterns and structure to help understand and connect mathematical concepts.
  - Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
    - Focus on relevant details within a problem.
    - Create plans and procedures to logically order events, steps or ideas to solve problems.
    - Decompose a complex problem into manageable parts.
    - Relate previously learned concepts to new concepts.
    - Look for similarities among problems.
    - Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- Assess the reasonableness of solutions.
  - Mathematicians who assess the reasonableness of solutions:
    - Estimate to discover possible solutions.
    - Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, "Does this solution make sense? How do you know?"
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
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4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
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9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Read and comprehend grade-level complex texts proficiently.**

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because ________.
The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the accepted rules governing a specific format to create quality work.**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Use appropriate voice and tone when speaking or writing.**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.**

**Sustain focused attention, respect, and discipline during class, rehearsal, and performance.**

**English language learners communicate for social and instructional purposes within the school setting.**

**General Course Information and Notes**
Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 1302365

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >

**Abbreviated Title:** FUNDMNTL ORCHESTRA

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Graduation Requirement:** Performing/Fine Arts

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Type:** Core Academic Course

**Educator Certifications**

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| MU.912.C.1.1: | **Clarifications:** e.g., listening maps, active listening, checklists  
Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. |
| MU.912.C.1.2: | **Clarifications:** e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  
Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. |
| MU.912.C.1.3: | **Clarifications:** e.g., classical and folk instruments from around the world  
Analyze instruments of the world and classify them by common traits. |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  
Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.  
Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.  
Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.  
Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.H.1.1: | **Clarifications:** e.g., patriotic, folk, celebration, entertainment, spiritual  
Investigate and discuss how a culture's traditions are reflected through its music. |
| MU.912.H.1.2: | **Clarifications:** e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  
Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. |
| MU.912.H.1.3: | **Clarifications:** e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto  
Compare two or more works of a composer across performance media. |
| MU.912.H.1.4: | Analyze how Western music has been influenced by historical and current world cultures.  
Analyze music within cultures to gain understanding of authentic performance practices.  
Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.1: | Analyze the evolution of a music genre.  
Examine the effects of developing technology on composition, performance, and acquisition of music. |
| MU.912.O.1.1: | **Clarifications:** e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  
Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. |
| MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  
Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. |
| MU.912.O.3.1: | **Clarifications:** e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  
Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.1.4: | Perform and notate, independently and accurately, melodies by ear.  
Perform expressive elements and performance techniques from one piece of music to another.  
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
Sight-read music accurately and expressively to show synthesis of skills.  
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another. |
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| MU.912.S.3.2: | **Clarifications:** e.g., musical elements, expressive qualities, performance technique  
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
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Develop and demonstrate proper vocal or instrumental technique.  

**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MU.912.S.3.5:**  
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  
- c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  

**Standard Relation to Course:** Supporting

**LA.FS.910.SL.1.2:**  
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LA.FS.910.SL.1.3:**  
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LA.FS.910.SL.2.4:**  
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LA.FS.910.WHST.3.9:**  
Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**  
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.  
Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course:** Supporting

**ATTEND TO PRECISION.**  
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course:** Supporting

**LOOK FOR AND MAKE USE OF STRUCTURE.**  
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see S = 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course:** Supporting

**GENERAL COURSE INFORMATION AND NOTES**

**VERSION DESCRIPTION**

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**GENERAL NOTES**
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302370

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >

Abbreviated Title: ORCH 2

Course Length: Year (Y)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
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Develop and demonstrate proper vocal or instrumental technique.

**Clarifications:**
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

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Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

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Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

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Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

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Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

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Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
General Course Information and Notes

VERSION DESCRIPTION

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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GENERAL INFORMATION

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Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >
SubSubject: Instrumental Music >
Abbreviated Title: ORCH 2
Course Length: Year (Y)
Course: Core Academic Course
Course Status: State Board Approved
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| MU.912.H.2.2: | Examine the effects of developing technology on composition, performance, and acquisition of music. Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics                                                                                                                                                                                                                      |
| MU.912.H.2.3: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble                                                                                                                                                                                                 |
| MU.912.O.1.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.                                                                                                                                                                                                                                           |
| MU.912.O.1.2: | Transpose melodies into different modalities through performance and composition. Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration                                                                                                                                 |
| MU.912.O.3.1: | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
**Clarifications:**  
e.g., singing, playing, writing                                                                                                                                                                                                                                                                 |
| MU.912.O.1.1: | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing                                                                                                                                                                                                                                                                 |
| MU.912.O.3.2: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble                                                                                                                                                                                                 |
| MU.912.O.3.3: | Analyze the social impact of music on specific historical periods.                                                                                                                                                                                                                                                                                          |
| MU.912.O.3.4: | Examine the effects of developing technology on composition, performance, and acquisition of music. Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics                                                                                                                                                                                                                      |
| MU.912.O.3.5: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble                                                                                                                                                                                                 |
| MU.912.O.4.1: | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing                                                                                                                                                                                                                                                                 |
| MU.912.O.4.2: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble                                                                                                                                                                                                 |
| MU.912.O.4.3: | Analyze the social impact of music on specific historical periods.                                                                                                                                                                                                                                                                                          |
| MU.912.O.4.4: | Examine the effects of developing technology on composition, performance, and acquisition of music. Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics                                                                                                                                                                                                                      |
| MU.912.O.4.5: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble                                                                                                                                                                                                 |
| MU.912.S.1.1: | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing                                                                                                                                                                                                                                                                 |
| MU.912.S.1.2: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble                                                                                                                                                                                                 |
| MU.912.S.1.3: | Analyze the social impact of music on specific historical periods.                                                                                                                                                                                                                                                                                          |
| MU.912.S.1.4: | Examine the effects of developing technology on composition, performance, and acquisition of music. Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics                                                                                                                                                                                                                      |
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**MU.912.S.2.1:**
[Clarifications: e.g., memorization, sequential process]

Transfer expressive elements and performance techniques from one piece of music to another.

**MU.912.S.2.2:**

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**MU.912.S.3.1:**

Sight-read music accurately and expressively to show synthesis of skills.

**MU.912.S.3.2:**
[Clarifications: e.g., musical elements, expressive qualities, performance technique]

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**MU.912.S.3.4:**

Develop and demonstrate proper vocal or instrumental technique.

**MU.912.S.3.5:**
[Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming]

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

**LAFS.1112.RST.2.4:**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**LAFS.1112.RST.2.4:**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**LAFS.1112.RST.2.4:**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**LAFS.1112.RST.2.4:**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**LAFS.1112.RST.2.4:**

Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.5.1:**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.6.1:**

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x2 + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**DA.912.F.3.8:**

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

**DA.912.S.2.1:**

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.S.1:**

English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

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<td>Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Music Education &gt; SubSubject: Instrumental Music</td>
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<tr>
<td>Abbreviated Title: ORCH 3</td>
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<tr>
<td>Course Length: Year (Y)</td>
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<tr>
<td>Course Type: Core Academic Course</td>
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Educator Certifications

| Music (Elementary and Secondary Grades K-12) |
| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
## Course Standards

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<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td><strong>MU.912.F.3.2:</strong></td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<tr>
<td><strong>MU.912.F.3.3:</strong></td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td><strong>MU.912.H.1.1:</strong></td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
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<td><strong>MU.912.H.1.2:</strong></td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
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<td><strong>MU.912.H.1.3:</strong></td>
<td>Compare two or more works of a composer across performance media.</td>
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<td><strong>MU.912.H.1.4:</strong></td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td><strong>Clarifications:</strong></td>
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<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>Transpose melodies into different modalities through performance and composition.</td>
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<td><strong>Clarifications:</strong></td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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<td><strong>MU.912.O.3.2:</strong></td>
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<td>Perform and notate, independently and accurately, melodies by ear.</td>
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Transfer expressive elements and performance techniques from one piece of music to another.

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Sight-read music accurately and expressively to show synthesis of skills.

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Develop and demonstrate proper vocal or instrumental technique.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because ________.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.
General Course Information and Notes

VERSION DESCRIPTION

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
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GENERAL INFORMATION

Course Number: 1302380
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >
Abbreviated Title: ORCH 3
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications
Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
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<td>MU.912.F.2.1:</td>
<td><strong>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</strong> <strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
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<td><strong>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</strong></td>
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<tr>
<td>MU.912.F.3.2:</td>
<td><strong>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</strong></td>
</tr>
<tr>
<td>MU.912.F.3.3:</td>
<td><strong>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</strong></td>
</tr>
<tr>
<td>MU.912.F.3.4:</td>
<td><strong>Investigate and discuss how a culture’s traditions are reflected through its music.</strong> <strong>Clarifications:</strong> e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
<tr>
<td>MU.912.H.1.1:</td>
<td><strong>Analyze how Western music has been influenced by historical and current world cultures.</strong> <strong>Clarifications:</strong> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.2:</td>
<td><strong>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</strong></td>
</tr>
<tr>
<td>MU.912.H.1.3:</td>
<td><strong>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</strong> <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.H.1.4:</td>
<td><strong>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</strong></td>
</tr>
<tr>
<td>MU.912.H.1.5:</td>
<td><strong>Analyze music within cultures to gain understanding of authentic performance practices.</strong></td>
</tr>
<tr>
<td>MU.912.H.2.1:</td>
<td><strong>Evaluate the social impact of music on specific historical periods.</strong></td>
</tr>
<tr>
<td>MU.912.H.2.2:</td>
<td><strong>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</strong></td>
</tr>
<tr>
<td>MU.912.H.2.3:</td>
<td><strong>Analyze the evolution of a music genre.</strong> <strong>Clarifications:</strong> e.g., jazz, blues</td>
</tr>
<tr>
<td>MU.912.H.2.4:</td>
<td><strong>Analyze the organizational principles and conventions in musical works and discuss their effect on structure.</strong> <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.1.1:</td>
<td><strong>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</strong> <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.O.2.1:</td>
<td><strong>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</strong> <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
</tbody>
</table>
Interpret and perform expressive elements indicated by the musical score and/or conductor.

**MU.912.O.3.2:** Arrange a musical work by manipulating two or more aspects of the composition.

**Clarifications:**
e.g., texture, mode, form, tempo, voicing

Perform and notate, independently and accurately, melodies by ear.

**MU.912.S.2.2:** Transfer expressive elements and performance techniques from one piece of music to another.

**Clarifications:**
e.g., memorization, sequential process

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
e.g., singing, playing, writing

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**MU.912.S.3.2:** Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
e.g., musical elements, expressive qualities, performance technique

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

**LAFS.1112.RST.2.4:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Standard Relation to Course: Supporting**

**LAFS.1112.RST.2.1:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**LAFS.1112.RST.2.1:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**LAFS.1112.RST.2.4:** Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.5.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.6.1:** Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 + 8 equals the well remembered 7 + 5 + 7 + 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 3 × 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 − 3(x
– y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

### Standard Relation to Course: Supporting

**DA.912.F.3.8:** Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number:** 1302390

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >

**Abbreviated Title:** ORCH 4

**Course Length:** Year (Y)

**Course Level:** 2

### Educator Certifications

- Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.912.C.1.1</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.1.2</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. <strong>Clarifications:</strong> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.C.1.3</td>
<td>Analyze instruments of the world and classify them by common traits. <strong>Clarifications:</strong> e.g., classical and folk instruments from around the world</td>
</tr>
<tr>
<td>MU.912.C.2.1</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
</tr>
<tr>
<td>MU.912.C.2.2</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
</tr>
<tr>
<td>MU.912.C.3.1</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<tr>
<td>MU.912.F.1.1</td>
<td>Analyze and evaluate the effect of “traditional” and contemporary technologies on the development of music.</td>
</tr>
<tr>
<td>MU.912.F.2.1</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
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<td>MU.912.F.3.1</td>
<td>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.F.3.4</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. Investigate and discuss how a culture’s traditions are reflected through its music.</td>
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<td>MU.912.H.1.1</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<td>MU.912.H.1.2</td>
<td>Analyze the social impact of music on specific historical periods.</td>
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<tr>
<td>MU.912.H.1.3</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
</tr>
<tr>
<td>MU.912.H.1.4</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <strong>Clarifications:</strong> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.5</td>
<td>Compare two or more works of a composer across performance media. <strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.H.2.1</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>MU.912.H.2.2</td>
<td>Analyze the evolution of a music genre. <strong>Clarifications:</strong> e.g., jazz, blues</td>
</tr>
<tr>
<td>MU.912.H.2.3</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>MU.912.H.2.4</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>MU.912.O.1.1</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
</tbody>
</table>
### MU.912.O.3.2: Interpret and perform expressive elements indicated by the musical score and/or conductor.

Arrange a musical work by manipulating two or more aspects of the composition.

**Clarifications:**
- e.g., texture, mode, form, tempo, voicing

### MU.912.S.1.3: Arrange a musical work by manipulating two or more aspects of the composition.

**Clarifications:**
- e.g., texture, mode, form, tempo, voicing

### MU.912.S.1.4: Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
- e.g., singing, playing, writing

### MU.912.S.2.1: Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
- e.g., memorization, sequential process

### MU.912.S.2.2: Transfer expressive elements and performance techniques from one piece of music to another.

### MU.912.S.3.1: Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

### MU.912.S.3.2: Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

### MU.912.S.3.4: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

### MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
MA.K12.MTR.4.1: Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
</tr>
</thead>
</table>
| **Clarifications:** | In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because ______." The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |

<table>
<thead>
<tr>
<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
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</table>

| DA.912.F.3.8: | Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment. |
| DA.912.S.2.1: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance. |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**GENERAL NOTES**

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf)

**GENERAL INFORMATION**

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</tr>
<tr>
<td><strong>Courses:</strong></td>
<td><strong>Grade Group:</strong> Grades 9 to 12 and Adult Education Courses</td>
</tr>
<tr>
<td><strong>Subject:</strong></td>
<td><strong>Subject:</strong> Music Education</td>
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<tr>
<td><strong>SubSubject:</strong></td>
<td><strong>SubSubject:</strong> Instrumental Music</td>
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<tr>
<td><strong>Abbreviated Title:</strong></td>
<td><strong>Abbreviated Title:</strong> ORCH 4</td>
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<tr>
<td><strong>Course Length:</strong></td>
<td><strong>Course Length:</strong> Year (Y)</td>
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<td><strong>Course Level:</strong></td>
<td><strong>Course Level:</strong> 2</td>
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<tr>
<td><strong>Number of Credits:</strong></td>
<td>One (1) credit</td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Core Academic Course</td>
</tr>
<tr>
<td><strong>Course Status:</strong></td>
<td>State Board Approved</td>
</tr>
<tr>
<td><strong>Grade Level(s):</strong></td>
<td>9,10,11,12</td>
</tr>
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<td><strong>Graduation Requirement:</strong></td>
<td>Performing/Fine Arts</td>
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**Educator Certifications**
### Course Standards

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<th>Name</th>
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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.1.3: | Analyze instruments of the world and classify them by common traits.  
**Clarifications:**  
e.g., classical and folk instruments from around the world |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.1.1: | Analyze and evaluate the effect of “traditional” and contemporary technologies on the development of music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.F.2.1: | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.2.2: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
**Clarifications:**  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.3.1: | Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.1: | Investigate and discuss how a culture’s traditions are reflected through its music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.2: | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.4: | Analyze how Western music has been influenced by historical and current world cultures. |
| MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.2: | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.  
**Clarifications:**  
e.g., jazz, blues |
| MU.912.H.2.3: | Analyze the evolution of a music genre. |
| MU.912.H.2.4: | Examine the effects of developing technology on composition, performance, and acquisition of music.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. |
| MU.912.O.2.2: | Transpose melodies into different modalities through performance and composition. |
Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

**Clarifications:**
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

**MU.912.O.3.1:**

Interpret and perform expressive elements indicated by the musical score and/or conductor.

**Clarifications:**
e.g., texture, mode, form, tempo, voicing

**MU.912.S.3.1:**

Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
e.g., singing, playing, writing

**MU.912.S.2.1:**

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
e.g., memorization, sequential process

**MU.912.S.2.2:**

Transfer expressive elements and performance techniques from one piece of music to another.

**MU.912.S.2.3:**

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
e.g., musical elements, expressive qualities, performance technique

**MU.912.S.3.2:**

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

**Clarifications:**
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MU.912.S.3.3:**

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
e.g., label of axes, clarify the correspondence with quantities in a graph, compare predictions with data.

**MU.912.S.3.4:**

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Clarifications:**
e.g., texture, mode, form, tempo, voicing

**MU.912.S.3.5:**

Develop and demonstrate proper vocal or instrumental technique.

**LAFS.1112.RST.2.4:**

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

**LAFS.1112.RST.2.5:**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**LAFS.1112.RST.2.6:**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**LAFS.1112.RST.2.7:**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**LAFS.1112.RST.2.8:**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**LAFS.1112.WHST.2.4:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.1112.WHST.2.5:**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.1112.WHST.2.6:**

Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.5.1:**

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
General Course Information and Notes

VERSION DESCRIPTION

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302400

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >
SubSubject: Instrumental Music >
Abbreviated Title: ORCH 5 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
• Honors

Course Level: 3

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

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**Clarifications:**  
e.g., listening maps, active listening, checklists |
Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

**Clarifications:**
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

**MU.912.O.3.2:**
Interpret and perform expressive elements indicated by the musical score and/or conductor.

**MU.912.S.1.3:**
Arrange a musical work by manipulating two or more aspects of the composition.

**Clarifications:**
e.g., texture, mode, form, tempo, voicing

**MU.912.S.1.4:**
Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
e.g., singing, playing, writing

**MU.912.S.2.1:**
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
e.g., memorization, sequential process

**MU.912.S.2.2:**
Transfer expressive elements and performance techniques from one piece of music to another.

**MU.912.S.3.1:**
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**Clarifications:**
e.g., musical elements, expressive qualities, performance technique

**MU.912.S.3.2:**
Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
e.g., musical elements, expressive qualities, performance technique

**MU.912.S.3.4:**
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Develop and demonstrate proper vocal or instrumental technique.**

**Clarifications:**
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**MA.K12.MTR.1.1:**
Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
Communicate mathematical ideas, vocabulary and methods effectively.
Analyze the mathematical thinking of others.
Compare the efficiency of a method to those expressed by others.
Recognize errors and suggest how to correctly solve the task.
Justify results by explaining methods and processes.
Construct possible arguments based on evidence.

MA.K12.MTR.4.1:
Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:
Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:
Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:
Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:
Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:
Clarifications:
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.
General Course Information and Notes

VERSION DESCRIPTION

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

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Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTR standards, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302400
Number of Credits: One (1) credit
**Course Attributes:**
- Honors

**Course Type:** Core Academic Course  
**Course Status:** State Board Approved  
**Grade Level(s):** 9, 10, 11, 12  
**Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

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<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td><strong>MU.912.F.2.2:</strong></td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <strong>Clarifications:</strong>&lt;br&gt;e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
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<td><strong>MU.912.F.2.3:</strong></td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. <strong>Clarifications:</strong>&lt;br&gt;e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
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<td><strong>MU.912.F.3.1:</strong></td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td><strong>MU.912.F.3.2:</strong></td>
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<td><strong>MU.912.F.3.4:</strong></td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<td><strong>MU.912.H.1.1:</strong></td>
<td>Investigate and discuss how a culture's traditions are reflected through its music. <strong>Clarifications:</strong>&lt;br&gt;e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<td><strong>MU.912.H.1.2:</strong></td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <strong>Clarifications:</strong>&lt;br&gt;e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
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<td><strong>MU.912.H.1.3:</strong></td>
<td>Compare two or more works of a composer across performance media. <strong>Clarifications:</strong>&lt;br&gt;e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td><strong>MU.912.H.1.4:</strong></td>
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<td><strong>MU.912.H.2.3:</strong></td>
<td>Analyze the evolution of a music genre. <strong>Clarifications:</strong>&lt;br&gt;e.g., jazz, blues</td>
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<td><strong>MU.912.H.2.4:</strong></td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
</tr>
<tr>
<td><strong>MU.912.H.3.1:</strong></td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <strong>Clarifications:</strong>&lt;br&gt;e.g., acoustics, sound amplification, materials, mechanics</td>
</tr>
</tbody>
</table>
| **MU.912.O.1.1:** | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. **Clarifications:**
Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Clarifications:
- e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Clarifications:
- e.g., singing, playing, writing

Perform and notate, independently and accurately, melodies by ear.

Clarifications:
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Clarifications:
- e.g., memorization, sequential process

Transfer expressive elements and performance techniques from one piece of music to another.

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Sight-read music accurately and expressively to show synthesis of skills.

Clarifications:
- e.g., musical elements, expressive qualities, performance technique

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Clarifications:
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

Organize and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Clarifications:
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Perform and notate, independently and accurately, melodies by ear.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own
MAFS.K12.MP.6.1: Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

MAFS.K12.MP.7.1: Reason abstractly and quantitatively.

Students in this class may need to use the concept or topic of study chosen by the curriculum developers and teachers which maximizes an ELL's need for language development. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302410
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education
Courses > Subject: Music Education
SubSubject: Instrumental Music
Abbreviated Title: ORCH 6 HON
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Attributes:
  • Honors
Course Level: 3
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <strong>Clarifications:</strong> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<tr>
<td>MU.912.C.1.3:</td>
<td>Analyze instruments of the world and classify them by common traits. <strong>Clarifications:</strong> e.g., classical and folk instruments from around the world</td>
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<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.1.1:</td>
<td>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music. <strong>Clarifications:</strong> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
</tr>
<tr>
<td>MU.912.F.2.1:</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. <strong>Clarifications:</strong> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
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<td>MU.912.F.2.2:</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
<tr>
<td>MU.912.F.2.3:</td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. <strong>Clarifications:</strong> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
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<td>MU.912.F.3.1:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.F.3.2:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music. <strong>Clarifications:</strong> e.g., patriotic, folk, celebration, spiritual</td>
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<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>MU.912.O.2.2</td>
<td>Transpose melodies into different modalities through performance and composition.</td>
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<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MA.K12.MTR.1.1</td>
<td>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.</td>
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<td>MA.K12.MTR.2.1</td>
<td>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.</td>
</tr>
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<td>MA.K12.MTR.3.1</td>
<td>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
</tr>
</tbody>
</table>
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
### General Course Information and Notes

**VERSION DESCRIPTION**

Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**GENERAL NOTES**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Path:** Section: Grades PreK to 12 Education
Courses
Grade Group: Grades 9 to 12 and Adult
Subject: Music Education
SubSubject: Instrumental Music
Abbreviated Title: ORCH 6 HON
Course Length: Year (Y)
Course Attributes:
  - Honors
Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Music (Elementary and Secondary Grades K-12)</th>
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<td>Instrumental Music (Secondary Grades 7-12)</td>
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<td>Instrumental Music (Elementary and Secondary Grades K-12)</td>
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### Course Standards

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<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<td>a.</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>b.</td>
<td>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
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<td>c.</td>
<td>Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<td>d.</td>
<td>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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<td><strong>Standard Relation to Course: Supporting</strong></td>
<td></td>
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<td>LAFS.910.SL.1.1:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.SL.1.2:</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
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<td>LAFS.910.SL.2.6:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td><strong>Use appropriate tools strategically.</strong></td>
<td></td>
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<td>MAFS.K12.MP.5.1:</td>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. <strong>Standard Relation to Course: Supporting</strong></td>
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<td>MAFS.K12.MP.6.1:</td>
<td>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. <strong>Standard Relation to Course: Supporting</strong></td>
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<tr>
<td><strong>Look for and make use of structure.</strong></td>
<td></td>
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| MAFS.K12.MP.5.1: | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven
MAFS.K12.MP.7.1:
more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

Standard Relation to Course: Supporting

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302420
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: INSTRU TECNQS 1
Course Length: Year (Y)
Course Level: 2

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| MU.912.C.1.1: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
  **Clarifications:**  
  e.g., listening maps, active listening, checklists |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  
  MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances.  
  MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.  
  MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.  
  MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  
  MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
  MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another.  
  MU.912.S.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.  
  MU.912.S.3.4: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
  MU.912.S.3.5: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  
  **Clarifications:**  
  e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MA.K12.MTR.1.1: | Mathematics who participate in effortful learning both individually and with others:  
  • Analyze the problem in a way that makes sense given the task.  
  • Ask questions that will help with solving the task.  
  • Build perseverance by modifying methods as needed while solving a challenging task.  
  • Stay engaged and maintain a positive mindset when working to solve tasks.  
  • Help and support each other when attempting a new method or approach.  
  **Clarifications:**  
  Teachers who encourage students to participate actively in effortful learning both individually and with others:  
  • Cultivate a community of growth mindset learners.  
  • Foster perseverance in students by choosing tasks that are challenging.  
  • Develop students' ability to analyze and problem solve.  
  • Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways.  
  Mathematics who demonstrate understanding by representing problems in multiple ways:  
  • Build understanding through modeling and using manipulatives.  
  • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
  • Progress from modeling problems with objects and drawings to using algorithms and equations.  
  • Express connections between concepts and representations.  
  • Choose a representation based on the given context or purpose.  
  **Clarifications:**  
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
  • Help students make connections between concepts and representations.  
  • Provide opportunities for students to use manipulatives when investigating concepts.  
  • Guide students from concrete to pictorial to abstract representations as understanding progresses.  
  • Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency.  
  Mathematics who complete tasks with mathematical fluency:  
  • Select efficient and appropriate methods for solving problems within the given context.  
  • Maintain flexibility and accuracy while performing procedures and mental calculations.  
  • Complete tasks accurately and with confidence.  
  • Adapt procedures to apply them to a new context.  
  • Use feedback to improve efficiency when performing calculations.  
  **Clarifications:**  
  Teachers who encourage students to complete tasks with mathematical fluency:  
  • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
  • Offer multiple opportunities for students to practice efficient and generalizable methods.  
  • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.  
  • Engage in discussions that reflect on the mathematical thinking of self and others.  
  Mathematics who engage in discussions that reflect on the mathematical thinking of self and others: |
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**

**Clarifications:**
Read and comprehend grade-level complex texts proficiently.
General Course Information and Notes

VERSION DESCRIPTION

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302420
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: INSTRU TECNQS 1
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.3.3:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td>MU.912.O.2.1:</td>
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<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>MU.912.S.3.2:</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
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<td>Clarifications:</td>
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<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
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<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<td>a. RITE:</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or initiative to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>b. RITE:</td>
<td>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
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<td>c. RITE:</td>
<td>Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<td>d. RITE:</td>
<td>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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<td>LAFS.910.SL.1.2:</td>
<td>Use appropriate tools strategically.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.</td>
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<td>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
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<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>LAFS.910.WHST.2.6:</td>
<td>Distinguish among different points of view, using evidence and reasoning to support students’ positions, and political, social, and ethical issues in a responsible manner.</td>
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</tbody>
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### Standard Relation to Course: Supporting

- **LAFS.910.SL.1.2**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **LAFS.910.SL.1.3**: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **LAFS.910.SL.2.4**: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **LAFS.910.SL.2.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **LAFS.910.WHST.2.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Use appropriate tools strategically.**

- Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
- Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### Standard Relation to Course: Supporting

- **LAFS.910.WHST.2.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LAFS.910.WHST.2.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Use appropriate tools strategically.**

- Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
- Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

- Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,
express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**GENERAL INFORMATION**

**Course Number:** 1302430  
**Number of Credits:** One (1) credit 
**Course Type:** Core Academic Course 
**Course Status:** Course Approved 
**Grade Level(s):** 9,10,11,12 
**Graduation Requirement:** Performing/Fine Arts

**Course Path:** Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: Music Education >  
SubSubject: Instrumental Music >  
**Abbreviated Title:** INSTRU TECNQS 2 
**Course Length:** Year (Y) 
**Course Level:** 2

**Educator Certifications**

Music (Elementary and Secondary Grades K-12)  
Instrumental Music (Secondary Grades 7-12)  
Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

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- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. |
| **Clarifications:** | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| **MA.K12.MTR.2.1:** | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
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- Help students make connections between concepts and representations.  
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- Show students that various representations can have different purposes and can be useful in different situations. |
| **MA.K12.MTR.3.1:** | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
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<p>| <strong>Clarifications:</strong> | Teachers who encourage students to complete tasks with mathematical fluency: |</p>
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<td>MA.K12.MTR.7.1</td>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
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<td>ELA.K12.EE.1.1</td>
<td>Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
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General Course Information and Notes

VERSION DESCRIPTION

Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, études, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302430
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >
SubSubject: Instrumental Music >
Abbreviated Title: INSTRU TECNQS 2
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Type: Core Academic Course
Course Level: 2
### Educator Certifications

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**Course Status:** State Board Approved  
**Grade Level(s):** 9, 10, 11, 12  
**Graduation Requirement:** Performing/Fine Arts
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<td><strong>MU.912.S.3.1:</strong></td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <strong>Standard Relation to Course:</strong> Supporting</td>
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<td><strong>MU.912.WHST.2.4:</strong></td>
<td>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</td>
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<td><strong>LAFS.1112.RST.2.4:</strong></td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
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<td><strong>LAFS.1112.SL.1.1:</strong></td>
<td>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
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<td><strong>LAFS.1112.SL.2.6:</strong></td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</td>
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<td><strong>LAFS.1112.WHST.2.4:</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <strong>Use appropriate tools strategically.</strong></td>
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Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### Standard Relation to Course: Supporting

**MAFS.K12.MP.5.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.6.1:** Mathematically proficient students make sense of problems and persevere in solving them. They reason abstractly and quantitatively.

**MAFS.K12.MP.7.1:** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 − 3(x − y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

#### VERSION DESCRIPTION

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

#### GENERAL NOTES

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- **Course Types:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts
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• Guide students from concrete to pictorial to abstract representations as understanding progresses.
• Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
• Select efficient and appropriate methods for solving problems within the given context.
• Maintain flexibility and accuracy while performing procedures and mental calculations.
• Complete tasks accurately and with confidence.
• Adapt procedures to apply them to a new context.
• Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
• Offer multiple opportunities for students to practice efficient and generalizable methods.
• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efficiency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, "Does this solution make sense? How do you know?"
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate.
• Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clariﬁcations:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:** Read and comprehend grade-level complex texts proficiently.

**Clariﬁcations:** See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:** Make inferences to support comprehension.

**Clariﬁcations:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.3.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clariﬁcations:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.4.1:** Use the accepted rules governing a speciﬁc format to create quality work.

**Clariﬁcations:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.5.1:** Use appropriate voice and tone when speaking or writing.

**Clariﬁcations:**
- Students continue with previous skills and reference comments made by instructors.

**ELA.K12.EE.6.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**Clariﬁcations:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.912.S.2.1:** English language learners communicate for social and instructional purposes within the school setting.

**Grammar and Composition Skills Section:**
- Students will continue to develop and expand their knowledge of grammar and writing skills to produce quality work. Students continue with previous skills and must have instruction in how to effectively present information. For example, the way we talk to our friends differs from the way we speak to adults.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
GENERAL INFORMATION

Course Number: 1302440

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9, 10, 11, 12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

- Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
**Course Standards**

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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.2.1: | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.3.1: | Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.3: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.1: | Investigate and discuss how a culture’s traditions are reflected through its music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.1: | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. |
| MU.912.O.2.2: | Transpose melodies into different modalities through performance and composition. |
| MU.912.O.3.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.2.1: | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**  
e.g., memorization, sequential process |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another. |
| MU.912.S.3.1: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. |
| MU.912.S.3.2: | Sight-read music accurately and expressively to show synthesis of skills.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique |
| MU.912.S.3.4: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| LAFS.1112.RST.2.4: | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
General Course Information and Notes

VERSION DESCRIPTION

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, études, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
## Course Standards

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<td><strong>MU.912.F.3.3:</strong></td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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**MA.K12.MTR.1.1:** Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

** Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
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- Provide opportunities for students to create plans and procedures to solve problems.
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Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1: Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Claroifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.6.1: Claroifications:
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.5.1: Claroifications:
6-8 Students continue with previous skills and use a style guide to create a proper citation.

ELA.K12.EE.4.1: Claroifications:
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1: Claroifications:
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Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Claroifications:
In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.5.1: Claroifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Claroifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

GENERAL COURSE INFORMATION AND NOTES

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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GENERAL INFORMATION

Course Number: 1302450

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: INSTRU TECNQS 4 HON

Course Length: Year (Y)

Course Attributes:
- Honors

Course Level: 3

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
**Instrumental Ensemble 1 (#1302460) 2020 - 2022 (current)**

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<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
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<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
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### Standard Relation to Course: Supporting

Use appropriate tools strategically.

- Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### Standard Relation to Course: Supporting

Attend to precision.

- Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own
reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see \(7 \times 8\) equals the well remembered \(7 \times 5 + 7 \times 3\), in preparation for learning about the distributive property. In the expression \(x^2 + 9x + 14\), older students can see the 14 as \(2 \times 7\) and the 9 as \(2 + 7\). They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see \(5 - 3(x - y)^2\) as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers \(x\) and \(y\).

Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

General Course Information and Notes

GENERAL INFORMATION

Course Number: 1302460
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music
Abbreviated Title: INSTRU ENS 1
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
### Course Standards

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<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td><strong>MU.912.O.3.2:</strong></td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td><strong>MU.912.S.1.3:</strong></td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., texture, mode, form, tempo, voicing</td>
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<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td><strong>MU.912.S.3.1:</strong></td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td><strong>MA.K12.MTR.1.1:</strong></td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td>• Analyze the problem in a way that makes sense given the task.</td>
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<td>• Ask questions that will help with solving the task.</td>
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<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>• Help and support each other when attempting a new method or approach.</td>
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<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td>• Cultivate a community of growth mindset learners.</td>
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<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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<td>• Develop students’ ability to analyze and problem solve.</td>
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<td>• Recognize students’ effort when solving challenging problems.</td>
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<td><strong>MA.K12.MTR.2.1:</strong></td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
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<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
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<td>• Build understanding through modeling and using manipulatives.</td>
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<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>• Express connections between concepts and representations.</td>
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<td>• Choose a representation based on the given context or purpose.</td>
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<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<td>• Help students make connections between concepts and representations.</td>
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<td>• Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<td>• Show students that various representations can have different purposes and can be useful in different situations.</td>
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<td><strong>MA.K12.MTR.3.1:</strong></td>
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<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td>• Complete tasks accurately and with confidence.</td>
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<td>• Adapt procedures to apply them to a new context.</td>
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<td>• Use feedback to improve efficiency when performing calculations.</td>
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Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
for grade-level complexity bands and a text complexity rubric.

English language learners communicate for social and instructional purposes within the school setting. To access an ELL supporting materials, students must be aware of existing style guides and the ways in which they differ. This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

General Course Information and Notes

General Information

**Course Number:** 1302460

**Course Path:** Section: Grades PreK to 12 Education

**Courses > Grade Group:** Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: INSTRU ENS 1

General Notes

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

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<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

*English Language Development ELD Standards Special Notes Section:*

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**GENERAL INFORMATION**

- **Course Number:** 1302470
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts
- **Course Path:** Section: Grades PreK to 12 Education
  - Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >
- **SubSubject:** Instrumental Music >
- **Abbreviated Title:** INSTRU ENS 2
- **Course Length:** Year (Y)
- **Course Level:** 2
**Educator Certifications**

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<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>MU.912.C.1.1:</strong></td>
<td><strong>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;\hspace{1em} e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td><strong>MU.912.C.2.1:</strong></td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
</tr>
<tr>
<td><strong>MU.912.C.2.2:</strong></td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
</tr>
<tr>
<td><strong>MU.912.C.3.1:</strong></td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
</tr>
<tr>
<td><strong>MU.912.F.3.2:</strong></td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td><strong>MU.912.H.1.5:</strong></td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
</tr>
<tr>
<td><strong>MU.912.H.2.4:</strong></td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td><strong>MU.912.O.1.1:</strong></td>
<td><strong>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</strong>&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;\hspace{1em} e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
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<td><strong>MU.912.O.3.1:</strong></td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. &lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;\hspace{1em} e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td><strong>MU.912.O.3.2:</strong></td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td><strong>MU.912.S.1.3:</strong></td>
<td>Arrange a musical work by manipulating two or more aspects of the composition. &lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;\hspace{1em} e.g., texture, mode, form, tempo, voicing</td>
</tr>
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<td><strong>MU.912.S.2.1:</strong></td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. &lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;\hspace{1em} e.g., memorization, sequential process</td>
</tr>
<tr>
<td><strong>MU.912.S.2.2:</strong></td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td><strong>MU.912.S.3.1:</strong></td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<tr>
<td><strong>MU.912.S.3.2:</strong></td>
<td>Sight-read music accurately and expressively to show synthesis of skills. &lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;\hspace{1em} e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td><strong>MU.912.S.3.5:</strong></td>
<td>Develop and demonstrate proper vocal or instrumental technique. &lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;\hspace{1em} e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
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### Mathematics

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td><strong>MA.K12.MTR.1.1:</strong></td>
<td>Mathematicians who participate in effortful learning both individually and with others: &lt;br&gt;\hspace{1em} • Analyze the problem in a way that makes sense given the task. &lt;br&gt;\hspace{1em} • Ask questions that will help with solving the task. &lt;br&gt;\hspace{1em} • Build perseverance by modifying methods as needed while solving a challenging task. &lt;br&gt;\hspace{1em} • Stay engaged and maintain a positive mindset when working to solve tasks. &lt;br&gt;\hspace{1em} • Help and support each other when attempting a new method or approach. &lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;\hspace{1em} Teachers who encourage students to participate actively in effortful learning both individually and with others: &lt;br&gt;\hspace{1em} • Cultivate a community of growth mindset learners. &lt;br&gt;\hspace{1em} • Foster perseverance in students by choosing tasks that are challenging. &lt;br&gt;\hspace{1em} • Develop students' ability to analyze and problem solve. &lt;br&gt;\hspace{1em} • Recognize students' effort when solving challenging problems.</td>
</tr>
</tbody>
</table>
| **MA.K12.MTR.2.1:** | Demonstrate understanding by representing problems in multiple ways. <br>Mathematicians who demonstrate understanding by representing problems in multiple ways: <br>\hspace{1em} • Build understanding through modeling and using manipulatives. <br>\hspace{1em} • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. <br>\hspace{1em} • Progress from modeling problems with objects and drawings to using algorithms and equations. <br>\hspace{1em} • Express connections between concepts and representations. <br>\hspace{1em} • Choose a representation based on the given context or purpose. <br>**Clarifications:**<br>\hspace{1em} Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**

**Clariﬁcations:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**

Read and comprehend grade-level complex texts proficiently.

**Clariﬁcations:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**

Make inferences to support comprehension.

**Clariﬁcations:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clariﬁcations:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**

Use the accepted rules governing a specific format to create quality work.

**Clariﬁcations:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**

Use appropriate voice and tone when speaking or writing.

**Clariﬁcations:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.912.F.3.8:**

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

**DA.912.S.2.1:**

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:**

English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.fcat2013.com/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area...
concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number:** 1302470

**Course Type:** Core Academic Course

**Number of Credits:** One (1) credit

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

### Educator Certifications

<table>
<thead>
<tr>
<th>Certification Type</th>
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<tr>
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<td>Secondary</td>
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<td>Music (Elementary</td>
<td>Secondary</td>
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| Instrumental Music | Secondary   |
| Music (Elementary  | Secondary   |
| Music             |             |
## Course Standards

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<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
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<td>e.g., listening maps, active listening, checklists</td>
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<td><strong>MU.912.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<td><strong>MU.912.C.2.1:</strong></td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td><strong>MU.912.F.2.1:</strong></td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
</tr>
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<td><strong>MU.912.F.2.3:</strong></td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
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<td><strong>MU.912.F.3.1:</strong></td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td><strong>MU.912.H.1.3:</strong></td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<tr>
<td><strong>MU.912.H.1.5:</strong></td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td><strong>MU.912.H.2.4:</strong></td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td><strong>MU.912.O.1.1:</strong></td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td><strong>MU.912.O.2.1:</strong></td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.O.3.1:</strong></td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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<td><strong>MU.912.O.3.2:</strong></td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td><strong>MU.912.S.1.3:</strong></td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., texture, mode, form, tempo, voicing</td>
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<td><strong>MU.912.S.1.4:</strong></td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
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<td><strong>MU.912.S.2.1:</strong></td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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<td><strong>MU.912.S.3.1:</strong></td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
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<td><strong>MU.912.S.3.4:</strong></td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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</tbody>
</table>
MU.912.S.3.5: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 topics and terms.

LAFS.RST.2.4: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose responses by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.SL.1.1: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.1.2: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.SL.1.3: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LAFS.1112.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.1112.SL.2.2: Propose responses by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LAFS.1112.SL.2.3: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.SL.3.1: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.3.2: Attend to precision.

LAFS.1112.SL.3.3: Look for and make use of structure.

LAFS.1112.SL.3.4: Use appropriate tools strategically.

LAFS.1112.SL.3.5: State the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

MAFS.K12.MP.5.1: Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

MAFS.K12.MP.6.1: Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

MAFS.K12.MP.7.1: Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 3(3 − y)² as 3 minus a positive number times a square and use that to realize that its value cannot be more than 3 for any real numbers x and y.

Standard Relation to Course: Supporting

DA.912.F.3.B: Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
GENERAL NOTES

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

**Course Number:** 1302480

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >
**SubSubject:** Instrumental Music
**Abbreviated Title:** INTRU ENS 3

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Length:** Year (Y)

**Course Level:** 2

**Graduation Requirement:** Performing/Fine Arts

Educator Certifications

| Music (Elementary and Secondary Grades K-12) |
| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
# Course Standards

<table>
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<th>Name</th>
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| MU.912.C.1.1: | Clarifications:  
- e.g., listening maps, active listening, checklists  
Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. |
| MU.912.C.1.2: | Clarifications:  
- e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  
Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.2.1: | Clarifications:  
- e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  
Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. |
| MU.912.F.2.3: | Clarifications:  
- e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel  
Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. |
| MU.912.F.3.1: | Clarifications:  
- e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  
Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.H.1.3: | Clarifications:  
- e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto  
Compare two or more works of a composer across performance media. |
| MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.4: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. |
| MU.912.O.1.1: | Clarifications:  
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  
Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. |
| MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. |
| MU.912.O.3.1: | Clarifications:  
- e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  
Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.1.3: | Clarifications:  
- e.g., texture, mode, form, tempo, voicing  
Arrange a musical work by manipulating two or more aspects of the composition. |
| MU.912.S.1.4: | Clarifications:  
- e.g., singing, playing, writing  
Perform and notate, independently and accurately, melodies by ear. |
| MU.912.S.2.1: | Clarifications:  
- e.g., memorization, sequential process  
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. |
| MU.912.S.2.2: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. |
| MU.912.S.3.1: | Clarifications:  
- e.g., musical elements, expressive qualities, performance technique  
Sight-read music accurately and expressively to show synthesis of skills. |
| MU.912.S.3.2: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
Develop and demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate.
• Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.F.3.8:
Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

DA.912.S.2.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
General Course Information and Notes

VERSION DESCRIPTION

Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302480
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: INSTRU ENS 3
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications
Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

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  **Clarifications:**  
  e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
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| MU.912.F.1.1: | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
  **Clarifications:**  
  e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.2.1: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
  **Clarifications:**  
  e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.2.2: | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  
  **Clarifications:**  
  e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel |
| MU.912.F.3.1: | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.  
  **Clarifications:**  
  e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.3.4: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  
  **Clarifications:**  
  e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
  **Clarifications:**  
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| MU.912.O.2.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
  **Clarifications:**  
  e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.1: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.O.3.2: | Arrange a musical work by manipulating two or more aspects of the composition.  
  **Clarifications:**  
  e.g., texture, mode, form, tempo, voicing |
| MU.912.O.5.1: | Perform and notate, independently and accurately, melodies by ear.  
  **Clarifications:**  
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| MU.912.S.2.1: | Clarifications:  
- e.g., memorization, sequential process |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another. |
| MU.912.S.3.1: | Clarifications:  
- e.g., musical elements, expressive qualities, performance technique |
| MU.912.S.3.2: | Sight-read music accurately and expressively to show synthesis of skills. |
| MU.912.S.3.4: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
| MU.912.S.3.5: | Develop and demonstrate proper vocal or instrumental technique. |
| LAFS.1112.RST.2.4: | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. |
| LAFS.1112.SL.1.1: | Clarifications:  
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| LAFS.1112.RST.2.4: | Clarifications:  
- e.g., musical elements, expressive qualities, performance technique |
| LAFS.1112.SL.1.2: | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| LAFS.1112.SL.1.3: | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| LAFS.1112.SL.2.4: | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| LAFS.1112.SL.2.6: | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| LAFS.1112.WHST.2.4: | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| LAFS.1112.WHST.3.7: | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LAFS.1112.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research. |

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**
General Course Information and Notes

VERSION DESCRIPTION

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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GENERAL INFORMATION

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Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: INSTRU ENS 4 HON
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9, 10, 11, 12
Graduation Requirement: Performing/Fine Arts

Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

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Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
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<td>MU.912.F.2.1</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
<tr>
<td>MU.912.F.2.2</td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
</tr>
<tr>
<td>MU.912.F.2.3</td>
<td>Analyze how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
</tr>
<tr>
<td>MU.912.F.2.4</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td>MU.912.F.3.1</td>
<td>Compare two or more works of a composer across performance media.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.F.3.3</td>
<td>Analyze the social impact of music on specific historical periods.</td>
</tr>
<tr>
<td>MU.912.F.3.4</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
</tr>
<tr>
<td>MU.912.F.3.5</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.1.1</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.O.1.2</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
</tr>
<tr>
<td>MU.912.O.2.1</td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., singing, playing, writing</td>
</tr>
<tr>
<td>MU.912.S.2.1:</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., memorization, sequential process</td>
</tr>
<tr>
<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td>MU.912.S.2.3:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
</tr>
<tr>
<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
</tr>
<tr>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td></td>
<td>• Ask questions that will help with solving the task.</td>
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<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
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<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Complete tasks with mathematical fluency.</td>
</tr>
<tr>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
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<tr>
<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<tr>
<td></td>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>• Express connections between concepts and representations.</td>
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<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
</tr>
<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Use feedback to improve efficiency when performing calculations.</td>
</tr>
<tr>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
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<tr>
<td></td>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td></td>
<td>• Complete tasks accurately and with confidence.</td>
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<tr>
<td></td>
<td>• Adapt procedures to apply them to a new context.</td>
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<td></td>
<td>• Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td></td>
<td>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<td></td>
<td>• Show students that various representations can have different purposes and can be useful in different situations.</td>
</tr>
<tr>
<td>MA.K12.MTR.4.1:</td>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Use patterns and structure to help understand and connect mathematical concepts.</td>
</tr>
<tr>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<tr>
<td></td>
<td>• Analyze the mathematical thinking of others.</td>
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<td></td>
<td>• Compare the efficiency of a method to others expressed by others.</td>
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<td></td>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
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<td>• Justify results by explaining methods and processes.</td>
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<td></td>
<td>• Construct possible arguments based on evidence.</td>
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<td></td>
<td>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
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<td></td>
<td>• Create opportunities for students to discuss their thinking with peers.</td>
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<td></td>
<td>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
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<tr>
<td></td>
<td>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
</tbody>
</table>

[End of document]
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.
### General Course Information and Notes

**VERSION DESCRIPTION**

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

- **Course Number:** 1302490
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** State Board Approved
- **Graduation Requirement:** Performing/Fine Arts

**Course Path:**
- **Section:** Grades PreK to 12 Education
- **Courses:**
  - **Grade Group:** Grades 9 to 12 and Adult
  - **Education Courses:** Music Education
  - **SubSubject:** Instrumental Music
  - **Abbreviated Title:** INSTRU ENS 4 HON

**Course Length:**
- **Year (Y):**
- **Course Attributes:**
  - Honors
  - **Course Level:** 3

**Educator Certifications**

- **Music (Elementary and Secondary Grades K-12)**
- **Instrumental Music (Secondary Grades 7-12)**
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| MU.912.C.1.1: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:**  
- e.g., listening maps, active listening, checklists |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  
**Clarifications:**  
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances.  
**Clarifications:**  
- e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.C.2.3: | Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.  
**Clarifications:**  
- e.g., using text or scat syllables |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.  
**Clarifications:**  
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.  
**Clarifications:**  
- e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.2: | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
- e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:**  
- e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods.  
**Clarifications:**  
- e.g., listening maps, active listening, checklists |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
**Clarifications:**  
- e.g., using text or scat syllables |
| MU.912.S.3.1: | Improvise rhythmic and melodic phrases over harmonic progressions.  
**Clarifications:**  
- e.g., texture, mode, form, tempo, voicing |
| MU.912.S.3.4: | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.912.S.3.5: | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
- e.g., singing, playing, writing |
| MU.912.S.5.2.2: | Transfer expressive elements and performance techniques from one piece of music to another.  
**Clarifications:**  
- e.g., using text or scat syllables |
| MU.912.S.5.3.1: | Develop and demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
- e.g., listening maps, active listening, checklists |
| MU.912.S.5.3.5: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
**Clarifications:**  
- e.g., informal consensus, taking votes on key issues, presentation of alternate views, clear goals and deadlines, and individual roles as needed |
| LAFS.910.RST.2.4: | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas  
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed  
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions  
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  
**Standard Relation to Course: Supporting** |
| LAFS.910.SL.1.1: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  
**Clarifications:**  
- e.g., informal consensus, taking votes on key issues, presentation of alternate views, clear goals and deadlines, and individual roles as needed |
| LAFS.910.SL.1.2: | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  
**Clarifications:**  
- e.g., informal consensus, taking votes on key issues, presentation of alternate views, clear goals and deadlines, and individual roles as needed |
| LAFS.910.SL.2.4: | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  
**Clarifications:**  
- e.g., using text or scat syllables |
**LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  

**LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 5 × 7 + 7, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 × 3. They recognize the significance of an existing line in a geometric figure and use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

- **Course Number:** 1302500
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12

- **Course Path:** Grades PreK to 12 Education
  - Courses > Grade Group: Grades 9 to 12 and Adult Education
  - Courses > Subject: Music Education
  - SubSubject: Instrumental Music

- **Abbreviated Title:** JAZZ ENS 1
- **Course Length:** Year (Y)
- **Course Level:** 2
Graduation Requirement: Performing/Fine Arts

<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tbody>
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# Course Standards

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<th>Name</th>
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<tr>
<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
</tr>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.2.3:</td>
<td>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
</tr>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td><strong>Clarifications:</strong></td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
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<td>MU.912.H.1.2:</td>
<td>Compare two or more works of a composer across performance media.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td>MU.912.H.1.3:</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
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<td>MU.912.H.2.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td><strong>Clarifications:</strong></td>
<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
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<td>MU.912.O.1.3:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., using text or scat syllables</td>
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<td>MU.912.O.1.4:</td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., texture, mode, form, tempo, voicing</td>
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<td>MU.912.O.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
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<td>MU.912.O.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>MU.912.O.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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<td><strong>Clarifications:</strong></td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td>MU.912.O.3.5:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>• Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.2:</td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.2:</td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Develop students’ ability to analyze and problem solve.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.3:</td>
<td>• Recognize students’ effort when solving challenging problems.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
</tr>
<tr>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
<td></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td>MA.K12.MTR.3.1:</td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td>MA.K12.MTR.3.2:</td>
<td>• Express connections between concepts and representations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

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Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Clarifications:
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.3.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1: Use the accepted rules governing a specific format to create quality work.

Clarifications:
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Clarifications:
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Clarifications:
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

General Course Information and Notes

VERSION DESCRIPTION

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area
concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302500

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

| Music (Elementary and Secondary Grades K-12) |
| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
## Course Standards

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*e.g., listening maps, active listening, checklists* |
| MU.912.C.1.2: | Clarifications: Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
*E.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title* |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  
 MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances.  
 MU.912.C.2.3: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.  
 MU.912.C.3.1: | Clarifications: Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.  
 MU.912.F.3.2: | Clarifications: Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.  
 MU.912.F.3.4: | Clarifications: Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
*E.g., vocal, instrumental, guitar, keyboard, electronic, handbells* |
| MU.912.H.1.2: | Clarifications:  
MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
*E.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto*  
 MU.912.H.2.1: | Clarifications:  
MU.912.H.3.1: | Clarifications: Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
*E.g., acoustics, sound amplification, materials, mechanics*  
 MU.912.O.1.1: | Clarifications: Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
*E.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble*  
 MU.912.O.3.2: | Clarifications:  
MU.912.S.1.1: | Clarifications: Improvise rhythmic and melodic phrases over harmonic progressions.  
*E.g., using text or scat syllables*  
 MU.912.S.1.3: | Clarifications: Arrange a musical work by manipulating two or more aspects of the composition.  
*E.g., texture, mode, form, tempo, voicing*  
 MU.912.S.1.4: | Clarifications: Perform and notate, independently and accurately, melodies by ear.  
*E.g., singing, playing, writing*  
 MU.912.S.2.1: | Clarifications: Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
*E.g., memorization, sequential process*  
 MU.912.S.2.2: | Clarifications: Transfer expressive elements and performance techniques from one piece of music to another.  
 MU.912.S.3.1: | Clarifications: Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
*E.g., musical elements, expressive qualities, performance technique*  
 MU.912.S.3.2: | Clarifications: Sight-read music accurately and expressively to show synthesis of skills.  
 MU.912.S.3.4: | Clarifications: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  
 MU.912.S.3.5: | Clarifications: Develop and demonstrate proper vocal or instrumental technique.  
*E.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming*  
 MU.912.S.3.5: | Clarifications: Develop and demonstrate proper vocal or instrumental technique.  
*E.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming*  
 LAFS.910.RST.2.4: | Clarifications: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  
*E.g., scientific, technical, specific context* |
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Standard Relation to Course: Supporting**

**LAFS.910.SL.1.1:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LAFS.910.SL.1.2:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**MAFS.12.MP.5.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**MAFS.12.MP.6.1:** Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to purchase) an instrument from an outside source.
concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 1302510

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: JAZZ ENS 2

**Course Length:** Year (Y)

**Course Level:** 2

**Educator Certifications**

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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
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| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.2: | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.4: | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.3.1: | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1: | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
**Clarifications:**  
Improvise rhythmic and melodic phrases over harmonic progressions. |
| MU.912.S.1.1: | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| MU.912.S.1.2: | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing |
| MU.912.S.1.3: | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**  
e.g., memorization, sequential process |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another. |
| MU.912.S.3.3: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
| MU.912.S.3.4: | Develop and demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |

Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.
MA.K12.MTR.1.1: Ask questions that will help with solving the task.
Build perseverance by modifying methods as needed while solving a challenging task.
Stay engaged and maintain a positive mindset when working to solve tasks.
Help and support each other when attempting a new method or approach.

**Clariﬁcations:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Complete tasks with mathematical ﬂuency.

Mathematicians who complete tasks with mathematical ﬂuency:
- Select efﬁcient and appropriate methods for solving problems within the given context.
- Maintain ﬂexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with conﬁdence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efﬁciency when performing calculations.

**Clariﬁcations:**
Teachers who encourage students to complete tasks with mathematical ﬂuency:
- Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
- Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
- Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

Engage in discussions that reﬂect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods efﬁciently.
- Analyze the mathematical thinking of others.
- Compare the efﬁciency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clariﬁcations:**
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
- Develop students' ability to construct methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clariﬁcations:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarisations:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.6.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarisations:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

MA.K12.MTR.7.1:
Cite evidence to explain and justify reasoning.

Clarisations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:
Read and comprehend grade-level complex texts proficiently.

Clarisations:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:
Make inferences to support comprehension.

Clarisations:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarisations:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:
Use the accepted rules governing a specific format to create quality work.

Clarisations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:
Use appropriate voice and tone when speaking or writing.

Clarisations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes
Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1302510
- **Course Path:** Section: Grades PreK to 12 Education
  Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music
- **Abbreviated Title:** JAZZ ENS 2
- **Course Level:** 2
- **Course Length:** Year (Y)
- **Number of Credits:** One (1) credit
- **Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

- Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
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<td>MU.912.C.1.2</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
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<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.2.1</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<td>Clarifications</td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
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<td>MU.912.F.3.2</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.F.3.4</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td>MU.912.H.1.1</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
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<td>Clarifications</td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<td>MU.912.H.1.2</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
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<td>Clarifications</td>
<td>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
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<td>MU.912.H.1.3</td>
<td>Compare two or more works of a composer across performance media.</td>
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<td>Clarifications</td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.H.2.4</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
</tr>
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<td>MU.912.H.3.1</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<td>Clarifications</td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
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<td>MU.912.H.3.2</td>
<td>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</td>
</tr>
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<td>Clarifications</td>
<td>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</td>
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<td>MU.912.O.1.1</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<tr>
<td>Clarifications</td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.3.2</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
</tr>
<tr>
<td>MU.912.S.1.1</td>
<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., using text or scat syllables</td>
</tr>
<tr>
<td>MU.912.S.1.2</td>
<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
</tr>
<tr>
<td>MU.912.S.1.3</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>MU.912.S.1.4</td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
</tr>
<tr>
<td>Clarifications</td>
<td>e.g., singing, playing, writing</td>
</tr>
<tr>
<td>MU.912.S.2.1</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
</tr>
<tr>
<td>Clarifications</td>
<td></td>
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<tr>
<td>Standard Relation to Course: Supporting</td>
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<td>---------------------------------------</td>
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<tr>
<td><strong>MU.912.S.2.2:</strong> Transfer expressive elements and performance techniques from one piece of music to another.</td>
<td></td>
</tr>
<tr>
<td><strong>MU.912.S.3.1:</strong> Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
<td></td>
</tr>
<tr>
<td><strong>MU.912.S.3.2:</strong> Sight-read music accurately and expressively to show synthesis of skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarifications:</strong> e.g., musical elements, expressive qualities, performance technique</td>
<td></td>
</tr>
<tr>
<td><strong>MU.912.S.3.4:</strong> Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
<td></td>
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<td><strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
<td></td>
</tr>
</tbody>
</table>

**LAFS.1112.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. 

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propose and respond to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Standard Relation to Course: Supporting**

<table>
<thead>
<tr>
<th><strong>LAFS.1112.SL.1.1:</strong> Develop and demonstrate proper vocal or instrumental technique.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LAFS.1112.SL.1.2:</strong> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</td>
</tr>
<tr>
<td><strong>LAFS.1112.SL.1.3:</strong> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
</tr>
<tr>
<td><strong>LAFS.1112.SL.2.4:</strong> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
</tr>
<tr>
<td><strong>LAFS.1112.SL.2.5:</strong> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
</tr>
<tr>
<td><strong>LAFS.1112.WHST.3.7:</strong> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td><strong>LAFS.1112.WHST.3.9:</strong> Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance. 

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302520
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: JAZZ ENS 3
Course Length: Year (Y)
Course Level: 2
Graduation Requirement: Performing/Fine Arts

Educator Certifications

<table>
<thead>
<tr>
<th>Music (Elementary and Secondary Grades K-12)</th>
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<td>Instrumental Music (Secondary Grades 7-12)</td>
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### Course Standards

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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| **MU.912.C.1.2:** | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| **MU.912.C.2.1:** | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| **MU.912.C.2.2:** | Evaluate performance quality in recorded and/or live performances. |
| **MU.912.C.2.3:** | Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively. |
| **MU.912.C.3.1:** | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| **MU.912.F.2.1:** | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| **MU.912.F.3.2:** | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| **MU.912.F.3.4:** | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| **MU.912.H.1.1:** | Investigate and discuss how a culture’s traditions are reflected through its music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| **MU.912.H.1.2:** | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| **MU.912.H.1.3:** | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| **MU.912.H.2.4:** | Examine the effects of developing technology on composition, performance, and acquisition of music. |
| **MU.912.H.3.1:** | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| **MU.912.H.3.2:** | Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.  
**Clarifications:**  
e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking |
| **MU.912.O.1.1:** | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| **MU.912.O.3.2:** | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
**Clarifications:**  
Improvise rhythmic and melodic phrases over harmonic progressions.  
**Clarifications:**  
e.g., using text or scat syllables |
| **MU.912.S.1.1:** | Compose music for voices and/or acoustic, digital, or electronic instruments. |
| **MU.912.S.1.2:** | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| **MU.912.S.1.3:** | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing |
| **MU.912.S.1.4:** | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**  
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MU.912.S.2.2: Transfer expressive elements and performance techniques from one piece of music to another.

Clarifications:
e.g., memorization, sequential process

MU.912.S.3.1: Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Clarifications:
e.g., musical elements, expressive qualities, performance technique

MU.912.S.3.2: Sight-read music accurately and expressively to show synthesis of skills.

Clarifications:
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

MU.912.S.3.4: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Clarifications:
e.g., memorization, sequential process

MU.912.S.3.5: Develop and demonstrate proper vocal or instrumental technique.

Clarifications:
e.g., musical elements, expressive qualities, performance technique

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.

Clarifications:
- Teachers who encourage students to use patterns and structure as they engage in discussions that reflect on the mathematical thinking of self and others:
  - Clarifications:
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  - Teachers who encourage students to use patterns and structure as they engage in discussions that reflect on the mathematical thinking of self and others:
  - Clarifications:
MA.K12.MTR.5.1:
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate.
• Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**Clariﬁcations:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
  - 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
  - In 3rd grade, students should use a combination of direct and indirect citations.

- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

- 6-8 Students continue with previous skills and use a style guide to create a proper citation.

- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clariﬁcations:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.1.1:
Read and comprehend grade-level complex texts proficiently.

**Clariﬁcations:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they...
must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

#### VERSION DESCRIPTION

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### General Notes

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### General Information

**Course Number:** 1302520

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music >

**Abbreviated Title:** JAZZ ENS 3

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

### Educator Certifications

Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
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<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
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<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <strong>Clarifications:</strong> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.2.3:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.C.3.1:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. <strong>Clarifications:</strong> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
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<td>MU.912.F.1.1:</td>
<td>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music.</td>
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<td>MU.912.F.2.1:</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. <strong>Clarifications:</strong> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
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<td>MU.912.F.2.2:</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
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<td>MU.912.F.2.3:</td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. <strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.F.3.1:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.F.3.2:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. <strong>Clarifications:</strong> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
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<td>MU.912.F.3.3:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music. <strong>Clarifications:</strong> e.g., jazz, blues</td>
</tr>
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<td>MU.912.H.1.3:</td>
<td>Analyze the evolution of a music genre. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>MU.912.H.1.4:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
</tr>
<tr>
<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
</tr>
<tr>
<td>MU.912.H.2.2:</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. <strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
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<tr>
<td>MU.912.H.2.3:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <strong>Clarifications:</strong> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</td>
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<td>MU.912.O.1.1:</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td>MU.912.O.2.1:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td><strong>MU.912.S.1.1:</strong></td>
<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., using text or scat syllables</td>
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<td><strong>MU.912.S.1.2:</strong></td>
<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., texture, mode, form, tempo, voicing</td>
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<td><strong>MU.912.S.1.3:</strong></td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.S.1.4:</strong></td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
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<td><strong>MU.912.S.2.1:</strong></td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td><strong>MU.912.S.2.2:</strong></td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>MU.912.S.3.1:</strong></td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td><strong>MU.912.S.3.2:</strong></td>
<td>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., texture, mode, form, tempo, voicing</td>
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<td><strong>MU.912.S.3.3:</strong></td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., notation, pitch, tempo, dynamics, articulation</td>
</tr>
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<td><strong>MU.912.S.3.4:</strong></td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td><strong>LAFS.1112.RST.2.4:</strong></td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
</tr>
<tr>
<td><strong>LAFS.1112.RST.2.5:</strong></td>
<td>Identify the meaning of and contrasts between analogous words and phrases in the natural sciences and social sciences.</td>
</tr>
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<td><strong>LAFS.1112.RST.3.1:</strong></td>
<td>Analyze and evaluate the development and impact of various viewpoints on contemporary issues in the natural sciences and social sciences.</td>
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<td><strong>LAFS.1112.RST.3.2:</strong></td>
<td>Evaluate and analyze perspectives on current and historical issues in the natural sciences and social sciences.</td>
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<td><strong>LAFS.1112.RST.3.3:</strong></td>
<td>Synthesize evidence from multiple sources to support analysis, reflection, and research.</td>
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<td><strong>LAFS.1112.RST.3.4:</strong></td>
<td>Use appropriate tools strategically.</td>
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<tr>
<td><strong>LAFS.1112.RST.3.5:</strong></td>
<td>Attend to precision.</td>
</tr>
<tr>
<td><strong>LAFS.1112.RST.3.6:</strong></td>
<td>Mathematics proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, and express numerical answers using significant figures where appropriate.</td>
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</table>
express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

### General Course Information and Notes

**VERSION DESCRIPTION**

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**GENERAL NOTES**

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with careful articulation of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number:** 1302530

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education

Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >

**SubSubject:** Instrumental Music >

**Abbreviated Title:** JAZZ ENS 4 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

- Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
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e.g., listening maps, active listening, checklists |
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**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.2.3: | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.1.1: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.F.2.1: | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.2.2: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
**Clarifications:**  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.2.3: | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  
**Clarifications:**  
e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel |
| MU.912.F.3.1: | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.4: | Analyze how Western music has been influenced by historical and current world cultures. |
| MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.2: | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. |
| MU.912.H.3.2: | Examine the effects of developing technology on composition, performance, and acquisition of music.  
**Clarifications:**  
e.g., jazz, blues |
| MU.912.H.3.3: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.1.1: | Transpose melodies into different modalities through performance and composition.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.2.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.O.2.2: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.O.3.1: | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.S.1.1: Improvise rhythmic and melodic phrases over harmonic progressions. |
| Clarifications: e.g., using text or scat syllables |
| MU.912.S.1.2: Compose music for voices and/or acoustic, digital, or electronic instruments. |
| Clarifications: |
| MU.912.S.1.3: Arrange a musical work by manipulating two or more aspects of the composition. |
| Clarifications: e.g., texture, mode, form, tempo, voicing |
| MU.912.S.1.4: Perform and notate, independently and accurately, melodies by ear. |
| Clarifications: e.g., singing, playing, writing |
| MU.912.S.2.1: Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. |
| Clarifications: e.g., memorization, sequential process |
| MU.912.S.2.2: Transfer expressive elements and performance techniques from one piece of music to another. |
| MU.912.S.3.1: Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. |
| Clarifications: |
| MU.912.S.3.2: Sight-read music accurately and expressively to show synthesis of skills. |
| Clarifications: e.g., musical elements, expressive qualities, performance technique |
| MU.912.S.3.3: Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. |
| MU.912.S.3.4: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
| Develop and demonstrate proper vocal or instrumental technique. |
| Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |

**MA.K12.MTR.1.1:** Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

| Clarifications: |

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

**MA.K12.MTR.2.1:** Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

| Clarifications: |

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:** Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

| Clarifications: |

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
MA.K12.MTR.4.1:
Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.
General Course Information and Notes

VERSION DESCRIPTION

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

GENERAL NOTES

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1302530
Course Type: Core Academic Course
Course Status: State Board Approved
Number of Credits: One (1) credit

discipline during class, rehearsal, and performance.
ELL.K12 ELL SL 1: English language learners communicate for social and instructional purposes within the school setting.

Course Path: Section: Grades PreK to 12 Education
SubSubject: Instrumental Music
Abbreviated Title: JAZZ ENS 4 HON
Course Attributes:
• Honors
Course Level: 3

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because ______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Graduation Requirement</th>
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<tbody>
<tr>
<td>9,10,11,12</td>
<td>Performing/Fine Arts</td>
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<tr>
<th>Music (Elementary and Secondary Grades K-12)</th>
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<tr>
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## Course Standards

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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>MU.912.C.1.1</td>
<td><strong>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</strong></td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.1.2</td>
<td><strong>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</strong></td>
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<tr>
<td>MU.912.C.1.4</td>
<td><strong>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</strong></td>
</tr>
<tr>
<td>MU.912.C.2.1</td>
<td><strong>Evaluate performance quality in recorded and/or live performances.</strong></td>
</tr>
<tr>
<td>MU.912.C.2.3</td>
<td><strong>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</strong></td>
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<td>MU.912.H.1.1</td>
<td><strong>Investigate and discuss how a culture's traditions are reflected through its music.</strong></td>
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<td>MU.912.H.2.1</td>
<td><strong>Evaluate the social impact of music on specific historical periods.</strong></td>
</tr>
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<td>MU.912.H.3.1</td>
<td><strong>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</strong></td>
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<td>MU.912.O.1.1</td>
<td><strong>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</strong></td>
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<td><strong>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</strong></td>
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Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills; music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.
Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303300

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
## Course Standards

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<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td>MU.912.F.3.2</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.F.3.3</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td>MU.912.H.1.1</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<td>MU.912.O.1.1</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
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<td>Perform and notate, independently and accurately, melodies by ear.</td>
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<td>MU.912.O.5.3</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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<td>MU.912.O.5.2</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>MU.912.O.5.3</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
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<td>MU.912.O.5.3</td>
<td>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</td>
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<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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<td>MU.912.O.5.3</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.6.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:
Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.S.2.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.5.1:
English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Course Number: 1303300
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >
SubSubject: Choral Music >
Abbreviated Title: CHORUS 1
Course Length: Year (Y)
Course Level: 2
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
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<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Demonstrate understanding by representing problems in multiple ways.
- Connect solutions of problems to more complicated large-scale situations.
- Look for similarities among problems.
- Relate previously learned concepts to new concepts.
- Decompose a complex problem into manageable parts.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Focus on relevant details within a problem.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Mathematicians who complete tasks with mathematical fluency:**
- Complete tasks with mathematical fluency.
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to that expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**
- Use patterns and structure to help understand and connect mathematical concepts.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.
- Help and support each other when attempting a new method or approach.

**Mathematicians who assess the reasonableness of solutions:**
- Assess the reasonableness of solutions.
MA.K12.MTR.6.1:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
3-5 Students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
- Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.5.2.1:
- Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1:
- English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

This semester-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303305
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music
Abbreviated Title: FUNDAMENTALS CHORUS
Course Length: Semester (S)
Course Level: 2
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
## Course Standards

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<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <strong>Clarifications:</strong> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. Investigate and discuss how a culture's traditions are reflected through its music. <strong>Clarifications:</strong> e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<td>MU.912.H.1.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <strong>Clarifications:</strong> e.g., acoustics, sound amplification, materials, mechanics</td>
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<td>MU.912.H.1.2:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <strong>Clarifications:</strong> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
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<td>MU.912.H.1.4:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td>Evaluate the social impact of music on specific historical periods.</td>
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<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td>MU.912.H.3.2:</td>
<td>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. <strong>Clarifications:</strong> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</td>
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<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>MU.912.O.3.1:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor. <strong>Clarifications:</strong> e.g., using text or scat syllables</td>
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<td>MU.912.O.3.2:</td>
<td>Impromptu rhythmic and melodic phrases over harmonic progressions.</td>
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<td>MU.912.S.1.1:</td>
<td>Perform and notate, independently and accurately, melodies by ear. <strong>Clarifications:</strong> e.g., singing, playing, writing</td>
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| MU.912.S.1.4: | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. **Clarifications:**
Transfer expressive elements and performance techniques from one piece of music to another.

Sight-read music accurately and expressively to show synthesis of skills.

Clarifications:
- e.g., musical elements, expressive qualities, performance technique

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Develop and demonstrate proper vocal or instrumental technique.

Clarifications:
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 topics and texts.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Use appropriate tools strategically.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Attend to precision.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

Look for and make use of structure.

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 1303310
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music >
Abbreviated Title: CHORUS 2
Course Length: Year (Y)
Course Level: 2
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
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**Clarifications:**
- e.g., listening maps, active listening, checklists
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- e.g., using text or scat syllables
- e.g., singing, playing, writing
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another. |
| MU.912.S.3.1: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. |
| MU.912.S.3.2: | Sight-read music accurately and expressively to show synthesis of skills. |
| **Clarifications:** | e.g., musical elements, expressive qualities, performance technique |
| MU.912.S.3.3: | Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills. |
| MU.912.S.3.4: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
| **Clarifications:** | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |

| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others: |
| | - Analyze the problem in a way that makes sense given the task. |
| | - Ask questions that will help with solving the task. |
| | - Build perseverance by modifying methods as needed while solving a challenging task. |
| | - Stay engaged and maintain a positive mindset when working to solve tasks. |
| | - Help and support each other when attempting a new method or approach. |

| **Clarifications:** | Mathematicians who use patterns and structure to help understand and connect mathematical concepts: |
| | - Use patterns and structure to help understand and connect mathematical concepts. |
| | - Engage in discussions that reflect on the mathematical thinking of self and others. |
| | - Communicate mathematical ideas, vocabulary and methods effectively. |
| | - Analyze the mathematical thinking of others. |
| | - Compare the efficiency of a method to those expressed by others. |
| | - Recognize errors and suggest how to correctly solve the task. |
| | - Justify results by explaining methods and processes. |
| | - Construct possible arguments based on evidence. |

| MA.K12.MTR.2.1: | Teachers who encourage students to participate actively in effortful learning both individually and with others: |
| | - Cultivate a community of growth mindset learners. |
| | - Foster perseverance in students by choosing tasks that are challenging. |
| | - Develop students' ability to analyze and problem solve. |
| | - Recognize students' effort when solving challenging problems. |

| **Clarifications:** | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: |
| | - Help students make connections between concepts and representations. |
| | - Provide opportunities for students to use manipulatives when investigating concepts. |
| | - Guide students from concrete to pictorial to abstract representations as understanding progresses. |
| | - Show students that various representations can have different purposes and can be useful in different situations. |

| MA.K12.MTR.3.1: | Mathematicians who complete tasks with mathematical fluency: |
| | - Select efficient and appropriate methods for solving problems within the given context. |
| | - Maintain flexibility and accuracy while performing procedures and mental calculations. |
| | - Complete tasks accurately and with confidence. |
| | - Adapt procedures to apply them to a new context. |
| | - Use feedback to improve efficiency when performing calculations. |

| **Clarifications:** | Teachers who encourage students to complete tasks with mathematical fluency: |
| | - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. |
| | - Offer multiple opportunities for students to practice efficient and generalizable methods. |
| | - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others. |
| Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: |

| **Clarifications:** | Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: |
| | - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. |
| | - Create opportunities for students to discuss their thinking with peers. |
| | - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. |
| | - Develop students' ability to justify methods and compare their responses to the responses of their peers. |

| MA.K12.MTR.5.1: | Teachers who encourage students to reflect on their own mathematical learning: |
| | - Help students recognize and reflect on the methods they used, and the efficiency and accuracy of their solutions. |
| | - Guide students to evaluate their own and others' methods and solutions. |

| **Clarifications:** | Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: |
| Mathematicians who use patterns and structure to help understand and connect mathematical concepts: |
MA.K12.MTR.5.1: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303310
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music > Abbreviated Title: CHORUS 2
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications
Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
# Course Standards

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<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
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Transfer expressive elements and performance techniques from one piece of music to another.

Draw evidence from informational texts to support analysis, reflection, and research.

Evaluate a speaker’s point of view, reasoning, and use of evidence and the 9 as 2 + 7. They recognize the significance of an existing line in a Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

Sight-read music accurately and expressively to show synthesis of skills.

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Develop and demonstrate proper vocal or instrumental technique.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 topics, texts, and issues.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for a overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
Standard Relation to Course: Supporting

DA.912.F.3.8: Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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GENERAL INFORMATION

Course Number: 1303320

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music
Abbreviated Title: CHORUS 3

Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Number of Credits: One (1) credit
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
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### MU.912.S.1.4:
Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing

### MU.912.S.2.1:
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**  
e.g., memorization, sequential process

### MU.912.S.2.2:
Transfer expressive elements and performance techniques from one piece of music to another.

### MU.912.S.3.1:
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique

### MU.912.S.3.2:
Sight-read music accurately and expressively to show synthesis of skills.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique

### MU.912.S.3.3:
Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique

### MU.912.S.3.4:
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

### MU.912.S.3.5:
Develop and demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

### MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems.

### MA.K12.MTR.2.1:
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  
**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  
**Clarifications:**
Students will use the terms and apply them in 2nd grade and for grade-level complexity bands and a text complexity rubric.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Cite evidence to explain and justify reasoning.

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

- See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______". The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Use appropriate voice and tone when speaking or writing.

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE’s and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303320

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
</table>
| MU.912.C.1.1: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.1.4: | Compare and perform a variety of vocal styles and ensembles. |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.2.3: | Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.1.1: | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.2.1: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
**Clarifications:**  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.3.1: | Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.1: | Investigate and discuss how a culture’s traditions are reflected through its music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.2: | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.4: | Analyze how Western music has been influenced by historical and current world cultures. |
| MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.2: | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. |
| MU.912.H.2.4: | Examine the effects of developing technology on composition, performance, and acquisition of music. |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. |
| MU.912.O.2.2: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.1: | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
**Clarifications:**  
e.g., using text or scat syllables |
| MU.912.S.1.1: | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
### Clarifications:

- **MU.912.S.1.3**: Clarifications:
  - e.g., texture, mode, form, tempo, voicing

- **MU.912.S.1.4**: Clarifications:
  - e.g., singing, playing, writing

- **MU.912.S.2.1**: Clarifications:
  - e.g., memorization, sequential process

- **MU.912.S.2.2**: Clarifications:
  - e.g., musical elements, expressive qualities, performance technique

- **MU.912.S.3.2**: Clarifications:
  - e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

### Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>MU.912.S.1.3</strong></td>
<td>Perform and note, independently and accurately, melodies by ear.</td>
</tr>
<tr>
<td><strong>MU.912.S.1.4</strong></td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
</tr>
<tr>
<td><strong>MU.912.S.2.1</strong></td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
</tr>
<tr>
<td><strong>MU.912.S.2.2</strong></td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td><strong>MU.912.S.3.2</strong></td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
</tr>
<tr>
<td><strong>MU.912.S.3.3</strong></td>
<td>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</td>
</tr>
<tr>
<td><strong>MU.912.S.3.4</strong></td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
<tr>
<td><strong>MU.912.S.3.5</strong></td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td><strong>LAFS.1112.RST.2.4</strong></td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
</tr>
<tr>
<td><strong>LAFS.1112.RST.2.5</strong></td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
</tbody>
</table>
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| **LAFS.1112.SL.1.1** | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| **LAFS.1112.SL.3.9** | Draw evidence from informational texts to support analysis, reflection, and research. |
| **LAFS.1112.SL.4.1** | Use appropriate tools strategically. |
| **MAFS.K12.5.1.1** | Communicate precisely to others. They use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| **MAFS.K12.5.6.1** | Attend to precision. |
| **MAFS.K12.5.7.1** | Look for and make use of structure. |

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**LAFS.1112.RST.2.4**: Clarifications:
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
General Course Information and Notes

VERSION DESCRIPTION

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303330

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music

Abbreviated Title: CHORUS 4

Course Length: Year (Y)

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
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| MU.912.C.1.1: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.1.4: | Compare and perform a variety of vocal styles and ensembles.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.C.1.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.C.1.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.1.2.3: | Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.1.1: | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.2.1: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
**Clarifications:**  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.3.1: | Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.H.1.1: | Investigate and discuss how a culture’s traditions are reflected through its music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.2: | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.4: | Analyze how Western music has been influenced by historical and current world cultures. |
| MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.2: | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. |
| MU.912.H.2.4: | Examine the effects of developing technology on composition, performance, and acquisition of music.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.O.3.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.1.1: | Improvise rhythmic and melodic phrases over harmonic progressions.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.S.1.1: | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
### Clarifications:
- e.g., texture, mode, form, tempo, voicing
- e.g., singing, playing, writing
- e.g., memorization, sequential process
- e.g., musical elements, expressive qualities, performance technique
- e.g., singing, playing, writing
- e.g., texture, mode, form, tempo, voicing
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
- e.g., memorization, sequential process
- e.g., singing, playing, writing
- e.g., texture, mode, form, tempo, voicing

### MA.K12.MTR.4.1:
Analyze the mathematical thinking of others.

### MA.K12.MTR.3.1:
Choose a representation based on the given context or purpose.

### MA.K12.MTR.2.1:
Guide students from concrete to pictorial to abstract representations as understanding progresses.

### MA.K12.MTR.1.1:
Help and support each other when attempting a new method or approach.

### MU.912.S.3.5:
Develop and demonstrate proper vocal or instrumental technique.

### MU.912.S.3.4:
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

### MU.912.S.3.3:
Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

### MU.912.S.3.2:
Perform and notate, independently and accurately, melodies by ear.

### MU.912.S.3.1:
Sight-read music accurately and expressively to show synthesis of skills.

### MU.912.S.2.2:
Perform and notate, independently and accurately, melodies by ear.

### MU.912.S.2.1:
Maintain flexibility and accuracy while performing procedures and mental calculations.

### MU.912.S.1.4:
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

### MU.912.S.1.3:
Transfer expressive elements and performance techniques from one piece of music to another.

### MU.912.S.1.2:
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

### MU.912.S.1.1:
Develop and demonstrate proper vocal or instrumental technique.

### Teachers who encourage students to complete tasks with mathematical fluency:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.

### MA.K12.MTR.2.1:
Demonstrate understanding by representing problems in multiple ways.

### MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### Teachers who encourage students to complete tasks with mathematical fluency:
- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Help and support each other when attempting a new method or approach.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Help and support each other when attempting a new method or approach.
| **MA.K12.MTR.5.1:** | **Use patterns and structure to help understand and connect mathematical concepts.**
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- **Clarifications:**
  - Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
    - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
    - Create opportunities for students to discuss their thinking with peers.
    - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
    - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

| **MA.K12.MTR.6.1:** | **Assess the reasonableness of solutions.**
Mathematicians who assess the reasonableness of solutions:

- **Clarifications:**
  - Teachers who encourage students to assess the reasonableness of solutions:
    - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
    - Support students to develop generalizations based on the similarities found among problems.
    - Provide opportunities for students to create plans and procedures to solve problems.
    - Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

| **MA.K12.MTR.7.1:** | **Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:

- **Clarifications:**
  - Teachers who encourage students to apply mathematics to real-world contexts:
    - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
    - Challenge students to question the accuracy of their models and methods.
    - Support students as they validate conclusions by comparing them to the given situation.
    - Indicate how various concepts can be applied to other disciplines.

| **ELA.K12.EE.1.1:** | **Cite evidence to explain and justify reasoning.**

- **Clarifications:**
  - K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
  - 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
  - 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
  - 6-8 Students continue with previous skills and use a style guide to create a proper citation.
  - 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

| **ELA.K12.EE.2.1:** | **Read and comprehend grade-level complex texts proficiently.**

- **Clarifications:**
  - See Text Complexity for grade-level complexity bands and a text complexity rubric.

| **ELA.K12.EE.3.1:** | **Make inferences to support comprehension.**

- **Clarifications:**
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **Clarifications:**
  - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
General Course Information and Notes

VERSION DESCRIPTION

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated course in the future.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303330
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education
SubSubject: Choral Music
Abbreviated Title: CHORUS 4
Course Length: Year (Y)
Course Level: 2

ELA.K12.EE.4.1:
Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:
Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:
Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we speak to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.F.3.8:
Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

DA.912.S.2.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.
Educator Certifications

Music (Elementary and Secondary Grades K-12)

Vocal Music (Elementary and Secondary Grades K-12)
Course Standards

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<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>MU.912.H.3.1:</td>
<td>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</td>
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### MU.912.O.1.1
Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

**Clarifications:**
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

### MU.912.O.2.1
Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

### MU.912.O.2.2
Transpose melodies into different modalities through performance and composition.

### MU.912.O.2.3
Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

**Clarifications:**
- e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

### MU.912.O.3.1
Interpret and perform expressive elements indicated by the musical score and/or conductor.

**Clarifications:**
- Improvise rhythmic and melodic phrases over harmonic progressions.

### MU.912.O.3.2
Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
- e.g., singing, playing, writing

### MU.912.O.3.3
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
- e.g., memorization, sequential process

### MU.912.O.3.4
Transfer expressive elements and performance techniques from one piece of music to another.

### MU.912.O.3.5
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

### MU.912.S.1.1
Perform and notate, independently and accurately, melodies by ear.

**Clarifications:**
- e.g., singing, playing, writing

### MU.912.S.1.2
Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
- e.g., rhythm, melody, timbre, form, tempo, voicing

### MU.912.S.2.1
Arrange a musical work by manipulating two or more aspects of the composition.

**Clarifications:**
- e.g., texture, mode, form, tempo, voicing

### MU.912.S.3.1
Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

**Clarifications:**
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

### MU.912.S.3.2
Compose music for voices and/or acoustic, digital, or electronic instruments.

**Clarifications:**
- e.g., using text or scat syllables

### MU.912.S.3.3
Write music for a variety of ensembles or mediums.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

### MU.912.S.3.4
Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

### MU.912.S.3.5
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Clarifications:**
- e.g., memorization, sequential process

### LAFS.1112.RST.2.4
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Standard Relation to Course: Supporting**

### LAFS.1112.SL.1.1
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### LAFS.1112.SL.1.2
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### LAFS.1112.SL.1.3
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### LAFS.1112.WHST.2.4
Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools...

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*LAFS.1112.WHST.3.9:
Draw evidence from informational texts to support analysis, reflection, and research.*
might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**

Looking for and making use of structure.

**General Course Information and Notes**

**Version Description**

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

**General Notes**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**General Information**

**Course Path: Section** Grades PreK to 12 Education
Course Number: 1303340
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music > Abbreviated Title: CHORUS 5 HON
Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
### Course Standards

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<td>MU.912.H.2.2:</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>MU.912.H.2.3:</td>
<td>Analyze the evolution of a music genre.</td>
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<tr>
<td>Clarifications:</td>
<td>e.g., jazz, blues</td>
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<td>MU.912.H.2.4:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>Clarifications:</td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
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<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<td>Clarifications:</td>
<td>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public</td>
</tr>
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<td>Standard</td>
<td>Description</td>
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<tr>
<td>MU.912.O.1.1</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.2.1</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
</tr>
<tr>
<td>MU.912.O.2.2</td>
<td>Transpose melodies into different modalities through performance and composition. <strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.O.3.1</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor. <strong>Clarifications:</strong> Improvise rhythmic and melodic phrases over harmonic progressions.</td>
</tr>
<tr>
<td>MU.912.O.3.2</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<tr>
<td>MU.912.S.1.1</td>
<td>Improvise rhythmic and melodic phrases over harmonic progressions. <strong>Clarifications:</strong> e.g., using text or scat syllables</td>
</tr>
<tr>
<td>MU.912.S.1.2</td>
<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
</tr>
<tr>
<td>MU.912.S.1.3</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition. <strong>Clarifications:</strong> e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>MU.912.S.1.4</td>
<td>Perform and notate, independently and accurately, melodies by ear. <strong>Clarifications:</strong> e.g., singing, playing, writing</td>
</tr>
<tr>
<td>MU.912.S.2.1</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. <strong>Clarifications:</strong> e.g., memorization, sequential process</td>
</tr>
<tr>
<td>MU.912.S.2.2</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td>MU.912.S.3.1</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. <strong>Clarifications:</strong> e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td>MU.912.S.3.2</td>
<td>Sight-read music accurately and expressively to show synthesis of skills. <strong>Clarifications:</strong> e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td>MU.912.S.3.3</td>
<td>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</td>
</tr>
<tr>
<td>MU.912.S.3.4</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. <strong>Clarifications:</strong> e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1</td>
<td>Mathematics students who participate in effortful learning both individually and with others:  * Analyze the problem in a way that makes sense given the task.  * Ask questions that will help with solving the task.  * Build perseverance by modifying methods as needed while solving a challenging task.  * Stay engaged and maintain a positive mindset when working to solve tasks.  * Help and support each other when attempting a new method or approach. <strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others:  * Cultivate a community of growth mindset learners.  * Foster perseverance in students by choosing tasks that are challenging.  * Develop students' ability to analyze and problem solve.  * Recognize students' effort when solving challenging problems.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.1</td>
<td>Mathematics students who demonstrate understanding by representing problems in multiple ways:  * Build understanding through modeling and using manipulatives.  * Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  * Progress from modeling problems with objects and drawings to using algorithms and equations.  * Express connections between concepts and representations.  * Choose a representation based on the given context or purpose. <strong>Clarifications:</strong> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  * Help students make connections between concepts and representations.  * Provide opportunities for students to use manipulatives when investigating concepts.  * Guide students from concrete to pictorial to abstract representations as understanding progresses.  * Show students that various representations can have different purposes and can be useful in different situations.</td>
</tr>
<tr>
<td>MA.K12.MTR.3.1</td>
<td>Complete tasks with mathematical fluency. Mathematics students who complete tasks with mathematical fluency:  * Select efficient and appropriate methods for solving problems within the given context. <strong>Clarifications:</strong> Teachers who encourage students to complete tasks with mathematical fluency:  * Help students make connections between concepts and representations.  * Provide opportunities for students to use manipulatives when investigating concepts.  * Guide students from concrete to pictorial to abstract representations as understanding progresses.  * Show students that various representations can have different purposes and can be useful in different situations. <strong>Clarifications:</strong> Teachers who encourage students to complete tasks with mathematical fluency:  * Help students make connections between concepts and representations.  * Provide opportunities for students to use manipulatives when investigating concepts.  * Guide students from concrete to pictorial to abstract representations as understanding progresses.  * Show students that various representations can have different purposes and can be useful in different situations.</td>
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</tbody>
</table>
• Maintain flexibility and accuracy while performing procedures and mental calculations.
• Complete tasks accurately and with confidence.
• Adapt procedures to apply them to a new context.
• Use feedback to improve efficiency when performing calculations.

Clariﬁcations:
Teachers who encourage students to complete tasks with mathematical ﬂuency:
• Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
• Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
• Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

Engage in discussions that reﬂect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:

• Communicate mathematical ideas, vocabulary and methods efectively.
• Analyze the mathematical thinking of others.
• Compare the efﬁciency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

Clariﬁcations:
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and erro is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
• Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

Clariﬁcations:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clariﬁcations:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justiﬁcations.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efﬁciency.

Clariﬁcations:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clariﬁcations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
### GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally...
Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.C.1.4:</td>
<td>Compare and perform a variety of vocal styles and ensembles.</td>
</tr>
<tr>
<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
</tr>
<tr>
<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
</tr>
<tr>
<td>MU.912.C.2.3:</td>
<td>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</td>
</tr>
<tr>
<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
</tr>
<tr>
<td>MU.912.F.1.1:</td>
<td>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music.</td>
</tr>
<tr>
<td>MU.912.F.1.2:</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
</tr>
<tr>
<td>MU.912.F.2.1:</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
<tr>
<td>MU.912.F.2.2:</td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
</tr>
<tr>
<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
</tr>
<tr>
<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
</tr>
<tr>
<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
</tr>
<tr>
<td>MU.912.F.3.4:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
</tr>
<tr>
<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
<tr>
<td>MU.912.H.1.2:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.H.1.4:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
</tr>
<tr>
<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
</tr>
<tr>
<td>MU.912.H.2.1:</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
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<td>MU.912.H.2.2:</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>MU.912.H.3.1:</td>
<td>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</td>
</tr>
<tr>
<td><strong>MU.912.H.3.2:</strong></td>
<td><strong>Clarifications:</strong> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</td>
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<td><strong>MU.912.O.1.1:</strong></td>
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<tr>
<td><strong>MU.912.O.3.2:</strong></td>
<td><strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td><strong>LAFS.1112.RST.2.4:</strong></td>
<td><strong>Clarifications:</strong> e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</td>
</tr>
<tr>
<td><strong>LAFS.1112.SL.1.1:</strong></td>
<td><strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td><strong>LAFS.1112.RST.2.4:</strong></td>
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</table>

**Standard Relation to Course: Supporting**

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, produce multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
### MAFS.K12.MP.5.1:
Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

### MAFS.K12.MP.6.1:
Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and students will see 7 × 8 equals the well remembered 7 × 5 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – (3x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

### MAFS.K12.MP.7.1:
### DA.912.F.3.8:
Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

### DA.912.S.2.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

### ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

### SS.912.H.1.5:
Examine artistic response to social issues and new ideas in various cultures.

**Clarifications:** Examples are Victor Hugo’s Les Miserables, Langston Hughes’ poetry, Pete Seeger’s Bring ‘Em Home.

### General Course Information and Notes

#### VERSION DESCRIPTION

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

#### GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION
**Course Number:** 1303350

**Course Path:**
- Section: Grades PreK to 12 Education
- Courses > Grade Group: Grades 9 to 12 and Adult Education Courses
- Subject: Music Education
- SubSubject: Choral Music

**Abbreviated Title:** CHORUS 6 HON

**Course Length:** Year (Y)

**Course Attributes:**
- Honors

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9, 10, 11, 12

**Graduation Requirement:** Performing/Fine Arts

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**Educator Certifications**

- Vocal Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
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<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. <strong>Clarifications:</strong> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.C.1.4:</td>
<td>Compare and perform a variety of vocal styles and ensembles.</td>
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<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.2.3:</td>
<td>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.1.1:</td>
<td>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music.</td>
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<td>MU.912.F.1.2:</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. <strong>Clarifications:</strong> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
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<tr>
<td>MU.912.F.2.1:</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. <strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
<tr>
<td>MU.912.F.2.2:</td>
<td>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. <strong>Clarifications:</strong> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
</tr>
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<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td>MU.912.F.3.4:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, and initiative to advance skills and/or knowledge.</td>
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<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music. <strong>Clarifications:</strong> e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<td>MU.912.H.1.2:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. <strong>Clarifications:</strong> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
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<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media. <strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td>MU.912.H.1.4:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<tr>
<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td>MU.912.H.2.1:</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
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<td>MU.912.H.2.2:</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>MU.912.H.2.3:</td>
<td>Analyze the evolution of a music genre. <strong>Clarifications:</strong> e.g., jazz, blues</td>
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<td>MU.912.H.2.4:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <strong>Clarifications:</strong> e.g., acoustics, sound amplification, materials, mechanics</td>
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<td>MU.912.H.3.1:</td>
<td>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</td>
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### MU.912.H.3.2: Clarifications:
- e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking

### MU.912.O.1.1: Clarifications:
Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

### MU.912.O.1.2: Clarifications:
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

### MU.912.O.2.1: Clarifications:
Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

### MU.912.O.2.2: Clarifications:
- e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

### MU.912.O.3.1: Clarifications:
Interpret and perform expressive elements indicated by the musical score and/or conductor.

### MU.912.O.3.2: Clarifications:
- e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

### MU.912.S.1.1: Clarifications:
Improvise rhythmic and melodic phrases over harmonic progressions.

### MU.912.S.1.2: Clarifications:
- e.g., using text or scat syllables

### MU.912.S.1.3: Clarifications:
Arrange a musical work by manipulating two or more aspects of the composition.

### MU.912.S.1.4: Clarifications:
- e.g., texture, mode, form, tempo, voicing

### MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.2.1:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
ELA.K12.EE.1.1: Read and comprehend grade-level complex texts proficiently.

**ELA.K12.EE.2.1:** Make inferences to support comprehension.

**ELA.K12.EE.3.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.4.1:** Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:** Use appropriate voice and tone when speaking or writing.

**ELA.K12.EE.6.1:** Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

**DA.912.F.3.8:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**DA.912.S.2.1:** Examine artistic response to social issues and new ideas in various cultures.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**SS.912.H.1.5:** Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, or Pete Seeger's Bring 'Em Home.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

**GENERAL NOTES**

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic
rigor is more than simply assigning to students a greater quantity of work.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

- **Course Number:** 1303350
- **Course Path:** Section: Grades PreK to 12 Education
- **Course Type:** Core Academic Course
- **Course Status:** State Board Approved
- **Course Level:** 3
- **Graduation Requirement:** Performing/Fine Arts

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**
- Honors

**Abbreviated Title:** CHORUS 6 HON

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**Educator Certifications**

- Vocal Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
### Course Standards

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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.4: | Compare and perform a variety of vocal styles and ensembles. |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.3.1: | Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.1: | Investigate and discuss how a culture’s traditions are reflected through its music.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor.  
**Clarifications:**  
Improvise rhythmic and melodic phrases over harmonic progressions. |
| MU.912.S.1.1: | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing |
| MU.912.S.1.3: | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another. |
| MU.912.S.3.1: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.S.3.2: | Sight-read music accurately and expressively to show synthesis of skills.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique |
| MU.912.S.3.4: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
| MU.912.S.3.5: | Develop and demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| LAFS.910.RST.2.4: | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 texts and topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
*a.* Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
*b.* Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  
*c.* Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
*d.* Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| LAFS.910.SL.1.1: | Support claim(s) with relevant data, facts, reasons, and examples.  
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  
**Standard Relation to Course:** Supporting |
| LAFS.910.SL.1.2: | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and students will see 7 × 8 equals the well remembered 7 × 5 + 7.

Standard Relation to Course: Supporting

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes, they learn beginning music theory, musicianship, and choral performance skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 1303360

Course Path: Section: Grades Prek to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >
SubSubject: Choral Music >
Abbreviated Title: CHORUS REG-SPEC 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Core Academic Course

Course Status: Course Approved
### Course Standards

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<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td><strong>MU.912.O.3.2:</strong></td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>Improvise rhythmic and melodic phrases over harmonic progressions.</td>
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<td><strong>MU.912.S.1.1:</strong></td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>MU.912.S.1.3:</strong></td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
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<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
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<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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</tr>
</tbody>
</table>
### MA.K12.MTR.2.1: Express connections between concepts and representations.

- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
General Course Information and Notes

VERSION DESCRIPTION

Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes, they learn beginning music theory, musicianship, and choral performance skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

- **Course Number:** 1303360
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > **Subject:** Music Education
- **SubSubject:** Choral Music
- **Abbreviated Title:** CHORUS REG-SPEC 1
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Graduation Requirement:** Performing/Fine Arts

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**Educator Certifications**

- Vocal Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
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| MU.912.C.1.1: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.1.4: | Compare and perform a variety of vocal styles and ensembles. |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.3.1: | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.H.1.1: | Investigate and discuss how a culture's traditions are reflected through its music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.4: | Examine the effects of developing technology on composition, performance, and acquisition of music. |
| MU.912.H.3.1: | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.1.1: | Improvise rhythmic and melodic phrases over harmonic progressions.  
**Clarifications:**  
e.g., using text or scat syllables |
| MU.912.S.1.3: | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| MU.912.S.1.4: | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing |
| MU.912.S.2.1: | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**  
e.g., memorization, sequential process |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another. |
| MU.912.S.3.1: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. |
| MU.912.S.3.2: | Sight-read music accurately and expressively to show synthesis of skills.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique |
| MU.912.S.3.4: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
| MU.912.S.3.5: | Develop and demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 texts, topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about which tool to use. They are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 * 8 equals the well remembered 7 * 5 + 7 * 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 * 7 and the 9 as 2 * 7. They recognize the significance of an existing line in a geometric figure and use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level
words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

**Course Number:** 1303370

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music

**Abbreviated Title:** CHORUS REG-SPEC 2

**Course Level:** 2

**Course Length:** Year (Y)

**Graduation Requirement:** Performing/Fine Arts

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)

Music (Elementary and Secondary Grades K-12)
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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
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| MU.912.C.1.4: | Compare and perform a variety of vocal styles and ensembles. |
| MU.912.C.1.5: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.  
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| MU.912.H.1.1: | Investigate and discuss how a culture's traditions are reflected through its music.  
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| MU.912.H.3.1: | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
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**Clarifications:**  
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| MU.912.S.3.5: | Develop and demonstrate proper vocal or instrumental technique.  
**Clarifications:**  
e.g., posture, breathing, finger technique, embouchure, bow technique, tuning, strumming |

Mathematicians who participate in effortful learning both individually and with others:
• Analyze the problem in a way that makes sense given the task.
• Ask questions that will help with solving the task.
• Build perseverance by modifying methods as needed while solving a challenging task.
• Stay engaged and maintain a positive mindset when working to solve tasks.
• Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
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Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
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Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to analyze and problem solve.
- Fosters perseverance in students by choosing tasks that are challenging.
- Cultivate a community of growth mindset learners.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
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- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
- Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

DA.912.S.2.1:
- Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.S.1:
- English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**
Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE’s and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

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<th>Course Number</th>
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<td>Number of Credits</td>
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<td>Core Academic Course</td>
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<td>Grade Level(s)</td>
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<td>Graduation Requirement</td>
<td>Performing/Fine Arts</td>
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**Course Path: Section:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music > Abbreviated Title: CHORUS REG-SPEC 2 Course Length: Year (Y) Course Level: 2

**Educator Certifications**

| Vocal Music (Elementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12) |
## Course Standards

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<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. 

Develop and demonstrate proper vocal or instrumental technique. 

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 

**Standard Relation to Course: Supporting**

- **LAFS.910.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- **LAFS.910.RST.2.1:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **LAFS.910.RST.1.3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **LAFS.910.RST.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **LAFS.910.RST.2.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. 

**Standard Relation to Course: Supporting**

- **MAFS.K12.MP.5.1:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Attend to precision.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Look for and make use of structure.**

**Standard Relation to Course: Supporting**

- **DA.912.S.1.2:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

**VERSION DESCRIPTION**

Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and
Educator Certifications

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</table>
Understand and more sophisticated ways of thinking.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Mathematicians who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.
General Course Information and Notes

VERSION DESCRIPTION

Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303380
Course Path: Section: Grades PreK to 12 Education
Course: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >
SubSubject: Choral Music >
Abbreviated Title: CHORUS REG-SPEC 3
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>MU.912.C.1.1:</strong></td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
<tr>
<td><strong>MU.912.C.1.2:</strong></td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
</tr>
<tr>
<td><strong>MU.912.C.1.4:</strong></td>
<td>Compare and perform a variety of vocal styles and ensembles.</td>
</tr>
<tr>
<td><strong>MU.912.C.2.1:</strong></td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td><strong>MU.912.C.2.2:</strong></td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td><strong>MU.912.C.2.3:</strong></td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<tr>
<td><strong>MU.912.F.1.1:</strong></td>
<td>Analyze and evaluate the effect of &quot;traditional&quot; and contemporary technologies on the development of music.</td>
</tr>
<tr>
<td><strong>MU.912.F.2.1:</strong></td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<td><strong>MU.912.F.2.2:</strong></td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
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<td><strong>MU.912.F.3.1:</strong></td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td><strong>MU.912.F.3.2:</strong></td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td><strong>MU.912.F.3.3:</strong></td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
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<td><strong>MU.912.F.3.4:</strong></td>
<td>Compare two or more works of a composer across performance media.</td>
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<td><strong>MU.912.H.1.1:</strong></td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<td><strong>MU.912.H.1.2:</strong></td>
<td>Analyze musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>Analyze the evolution of a music genre.</td>
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<td><strong>MU.912.H.2.2:</strong></td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<tr>
<td><strong>MU.912.H.2.3:</strong></td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<tr>
<td><strong>MU.912.H.3.1:</strong></td>
<td>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</td>
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<tr>
<td><strong>MU.912.H.3.2:</strong></td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
</tr>
<tr>
<td><strong>MU.912.O.1.1:</strong></td>
<td>Transpose melodies into different modalities through performance and composition.</td>
</tr>
<tr>
<td><strong>MU.912.O.2.1:</strong></td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
</tr>
<tr>
<td><strong>MU.912.O.2.2:</strong></td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music acquisition, to predict possible directions of music.</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
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</tr>
<tr>
<td>MU.912.O.3.1:</td>
<td>Clarifications: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor. Improvise rhythmic and melodic phrases over harmonic progressions.</td>
</tr>
<tr>
<td>MU.912.S.1.1:</td>
<td>Clarifications: e.g., using text or scat syllables</td>
</tr>
<tr>
<td>MU.912.S.1.2:</td>
<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
</tr>
<tr>
<td>MU.912.S.1.3:</td>
<td>Clarifications: e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>MU.912.S.1.4:</td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
</tr>
<tr>
<td>MU.912.S.2.1:</td>
<td>Clarifications: e.g., memorization, sequential process</td>
</tr>
<tr>
<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
</tr>
<tr>
<td>MU.912.S.3.2:</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
</tr>
<tr>
<td>MU.912.S.3.3:</td>
<td>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</td>
</tr>
<tr>
<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
<tr>
<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td>LAFS.1112.RST.2.4:</td>
<td>Clarifications: e.g., scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>LAFS.1112.RST.2.5:</td>
<td>Clarifications: e.g., singing, playing, writing</td>
</tr>
<tr>
<td>LAFS.1112.SL.1.1:</td>
<td>Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>LAFS.1112.SL.1.2:</td>
<td>Clarifications: e.g., text or scat syllables</td>
</tr>
<tr>
<td>LAFS.1112.SL.1.3:</td>
<td>Clarifications: e.g., using text or scat syllables</td>
</tr>
<tr>
<td>LAFS.1112.SL.1.4:</td>
<td>Clarifications: e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>LAFS.1112.SL.1.5:</td>
<td>Clarifications: e.g., scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>LAFS.1112.SL.2.4:</td>
<td>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
</tr>
<tr>
<td>LAFS.1112.SL.2.5:</td>
<td>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
</tr>
<tr>
<td>LAFS.1112.WHST.3.7:</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>LAFS.1112.WHST.3.9:</td>
<td>Clarifications: e.g., scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MAFS.1112.O.3.1:</td>
<td>Clarifications: e.g., scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MAFS.1112.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor. Improvise rhythmic and melodic phrases over harmonic progressions.</td>
</tr>
<tr>
<td>MAFS.1112.O.3.3:</td>
<td>Clarifications: e.g., using text or scat syllables</td>
</tr>
<tr>
<td>MAFS.1112.O.3.4:</td>
<td>Clarifications: e.g., texture, mode, form, tempo, voicing</td>
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<td>MAFS.1112.O.3.5:</td>
<td>Clarifications: e.g., scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<tr>
<td>MAFS.1112.O.3.6:</td>
<td>Clarifications: e.g., singing, playing, writing</td>
</tr>
<tr>
<td>MAFS.1112.O.3.7:</td>
<td>Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<tr>
<td>MAFS.1112.O.3.8:</td>
<td>Clarifications: e.g., scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td>MAFS.1112.O.3.9:</td>
<td>Clarifications: e.g., using text or scat syllables</td>
</tr>
<tr>
<td>MAFS.1112.O.3.10:</td>
<td>Clarifications: e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>MAFS.1112.O.3.11:</td>
<td>Clarifications: e.g., scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
</tbody>
</table>

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**Look for and make use of structure.**

- Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 − 3(x − y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.Si.1:** English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number:** 1303390

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 9 to 12 and Adult Education Courses > Subject:** Music Education > SubSubject:** Choral Music

**Abbreviated Title:** CHORUS REG-SPEC 4 H

**Course Length:** Year (Y)

**Course Attributes:**
- Honors

**Course Level:** 3

**Educator Certifications**

- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
### Course Standards

<table>
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<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<tr>
<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.C.1.4:</td>
<td>Compare and perform a variety of vocal styles and ensembles.</td>
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<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.2.3:</td>
<td>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
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<td>MU.912.F.2.1:</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
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<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td>MU.912.F.3.4:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture’s traditions are reflected through its music.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td>MU.912.H.1.4:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td>MU.912.H.2.2:</td>
<td>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</td>
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<td>Analyze the evolution of a music genre.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., jazz, blues</td>
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<td>MU.912.H.3.1:</td>
<td>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
</tr>
<tr>
<td>MU.912.H.3.2:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>MU.912.O.1.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
</tr>
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<td>MU.912.O.2.1:</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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<td>MU.912.O.2.2:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</td>
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<td>MU.912.O.3.1:</td>
<td>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
<tr>
<td>MU.912.O.3.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.O.3.3:</td>
<td>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>MU.912.O.3.4:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.O.4.1:</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
</tr>
<tr>
<td>MU.912.O.4.2:</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
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<td>MU.912.O.4.3:</td>
<td>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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MU.912.O.3.1: Clarifications:
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

MU.912.O.3.2: Interpret and perform expressive elements indicated by the musical score and/or conductor.

MU.912.S.1.1: Clarifications:
e.g., using text or scat syllables

MU.912.S.1.2: Compose music for voices and/or acoustic, digital, or electronic instruments.

MU.912.S.1.3: Clarifications:
e.g., texture, mode, form, tempo, voicing

MU.912.S.1.4: Perform and notate, independently and accurately, melodies by ear.

MU.912.S.2.1: Clarifications:
e.g., memorization, sequential process

MU.912.S.2.2: Transfer expressive elements and performance techniques from one piece of music to another.

MU.912.S.3.1: Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

MU.912.S.3.2: Sight-read music accurately and expressively to show synthesis of skills.

MU.912.S.3.3: Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

MU.912.S.3.4: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

MA.K12.MTR.1.1: Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**DA.912.S.2.1:**
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:**
English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**

**Version Description**

Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**General Notes**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTR standards, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**General Information**

**Course Number:** 1303390

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >
SubSubject: Choral Music >
### Educator Certifications

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<thead>
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<th>Music (Elementary and Secondary Grades K-12)</th>
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<td><strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
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<tr>
<td>LAFS.910.RST.2.4:</td>
<td>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<tr>
<td>LAFS.910.RST.2.4:</td>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
</tr>
</tbody>
</table>

### Standard Relation to Course: Supporting

| LAFS.910.SL.1.2:   | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| LAFS.910.SL.1.3:   | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| LAFS.910.SL.2.4:   | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| LAFS.910.SL.2.6:   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LAFS.910.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### Standard Relation to Course: Supporting

| MAFS.K12.MP.5.1:  | Attend to precision. |
| MAFS.K12.MP.5.1:  | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |

### Standard Relation to Course: Supporting

| MAFS.K12.MP.6.1:  | Look for and make use of structure. |
| MAFS.K12.MP.6.1:  | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven
MAFS.K12.MP.7.1: More is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 1303400
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music > Abbreviated Title: VOCAL TECNQS 1
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
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Communicate mathematical ideas, vocabulary and methods effectively.

- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clariﬁcations:**
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly effi cient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

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- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
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- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
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Mathematicians who assess the reasonableness of solutions:

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- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
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Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
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Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
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**Clariﬁcations:**
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- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clariﬁcations:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clariﬁcations:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.
General Course Information and Notes

VERSION DESCRIPTION

Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303400
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >
SubSubject: Choral Music >
Abbreviated Title: VOCAL TECNQS 1
Course Length: Year (Y)
Course Level: 2
<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tr>
<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
</tr>
<tr>
<td>Music (Elementary and Secondary Grades K-12)</td>
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## Vocal Techniques 2 (#1303410) 2020 - 2022 (current)

### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
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<td><strong>Clarifications:</strong></td>
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<td>e.g., listening maps, active listening, checklists</td>
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<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<tr>
<td>MU.912.F.3.4:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td>MU.912.O.2.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>MU.912.S.3.2:</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
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<td><strong>Clarifications:</strong></td>
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<td>e.g., musical elements, expressive qualities, performance technique</td>
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<tr>
<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
<tr>
<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
<tr>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
<td></td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
<td></td>
</tr>
<tr>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
<td></td>
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<tr>
<td>c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
<td></td>
</tr>
<tr>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Standard Relation to Course: Supporting</td>
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<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
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<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>Standard Relation to Course: Supporting</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Attend to precision.</td>
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</table>
| LAFS.910.RST.2.4: | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,
express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

**MAFS.K12.MP.7.1:**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

Standard Relation to Course: Supporting

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

**VERSION DESCRIPTION**

Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 1303410

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >

**SubSubject:** Choral Music >

**Abbreviated Title:** VOCAL TECNQS 2

**Course Length:** Year (Y)

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

Vocal Music (Elementary and Secondary Grades K-12)

Music (Elementary and Secondary Grades K-12)
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<td>MU.912.O.3.4:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., music notation, notation schemes, performance techniques</td>
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<td>MU.912.S.2.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>MU.912.S.3.2:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>MU.912.S.3.4:</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
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<td><strong>Clarifications:</strong></td>
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<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
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<td><strong>Mathematicians who participate in effortful learning both individually and with others:</strong></td>
<td>Analyze the problem in a way that makes sense given the task.</td>
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<td><strong>Mathematicians who participate in effortful learning both individually and with others:</strong></td>
<td>Ask questions that will help with solving the task.</td>
</tr>
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<td><strong>Mathematicians who participate in effortful learning both individually and with others:</strong></td>
<td>Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
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<td><strong>Mathematicians who participate in effortful learning both individually and with others:</strong></td>
<td>Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
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<td><strong>Mathematicians who participate in effortful learning both individually and with others:</strong></td>
<td>Help and support each other when attempting a new method or approach.</td>
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<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
</tr>
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<td><strong>Mathematicians who demonstrate understanding by representing problems in multiple ways:</strong></td>
<td>Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td><strong>Mathematicians who demonstrate understanding by representing problems in multiple ways:</strong></td>
<td>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td><strong>Mathematicians who demonstrate understanding by representing problems in multiple ways:</strong></td>
<td>Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<tr>
<td><strong>Mathematicians who demonstrate understanding by representing problems in multiple ways:</strong></td>
<td>Express connections between concepts and representations.</td>
</tr>
<tr>
<td><strong>Mathematicians who demonstrate understanding by representing problems in multiple ways:</strong></td>
<td>Choose a representation based on the given context or purpose.</td>
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<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Cultivate a community of growth mindset learners.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Foster perseverance in students by choosing tasks that are challenging.</td>
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<td><strong>Clarifications:</strong></td>
<td>Develop students' ability to analyze and problem solve.</td>
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<td><strong>Clarifications:</strong></td>
<td>Recognize students' effort when solving challenging problems.</td>
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<td>MA.K12.MTR.3.1:</td>
<td>Complete tasks with mathematical fluency.</td>
</tr>
<tr>
<td><strong>Mathematicians who complete tasks with mathematical fluency:</strong></td>
<td>Select efficient and appropriate methods for solving problems within the given context.</td>
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<tr>
<td><strong>Mathematicians who complete tasks with mathematical fluency:</strong></td>
<td>Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td><strong>Mathematicians who complete tasks with mathematical fluency:</strong></td>
<td>Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td><strong>Mathematicians who complete tasks with mathematical fluency:</strong></td>
<td>Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td><strong>Mathematicians who complete tasks with mathematical fluency:</strong></td>
<td>Use feedback to improve efficiency when performing calculations.</td>
</tr>
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</table>
| **Clarifications:** | Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

**ELA.K12.EE.1.1:**

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.
9–12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
Read and comprehend grade-level complex texts proficiently.

**Clariﬁcations:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

**Clariﬁcations:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clariﬁcations:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1–2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. ” The collaborative conversations are becoming academic conversations.
In grades 3–12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**G E N E R A L C O U R S E I N F O R M A T I O N**

**Course Number:** 1303410

**Course Path:**
**Section:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 9 to 12 and Adult

**Education Courses > Subject:** Music Education >

**SubSubject:** Choral Music >

**Abbreviated Title:** VOCAL TECNQS 2

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** State Board Approved

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, études, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
**Educator Certifications**

<table>
<thead>
<tr>
<th>Grade Level(s): 9,10,11,12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Requirement: Performing/Fine Arts</td>
</tr>
</tbody>
</table>

- Vocal Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
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<td>Clarifications:</td>
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<td>MU.912.F.3.4:</td>
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<td>Clarifications:</td>
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<td>MU.912.H.1.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<tr>
<td>Clarifications:</td>
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<td>MU.912.H.3.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>MU.912.O.2.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>Clarifications:</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
</tr>
<tr>
<td>MU.912.O.3.1:</td>
<td>Use appropriate tools strategically.</td>
</tr>
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<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.S.3.1:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td>MU.912.S.3.2:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
</tbody>
</table>

### LAFS.1112.RST.2.4:

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### LAFS.1112.SL.1.1:

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

MAFS.K12.MP.6.1:

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give precisely the unit of measure along with the number. In middle school, students continue to develop their ability to specify units and label axes to represent real-world quantities.

Standard Relation to Course: Supporting

MAFS.K12.MP.7.1:

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression 2 – 3(x – y)² as 5 minus a positive number 2×7 instead of a product of two oppositely signed factors. For example, older students can see the 14 as 2 × 7 and use the strategy of drawing an auxiliary line segment to add and subtract a convenient value to simplify the expression.

Standard Relation to Course: Supporting

DA.912.S.2.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303420
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education
SubSubject: Choral Music
Abbreviated Title: VOCAL TECNQS 3
Course Length: Year (Y)
Course Level: 2
<table>
<thead>
<tr>
<th>Educator Certifications</th>
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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.  
**Clarifications:**  
e.g., time management, goal setting, problem-solving, critical thinking |
| MU.912.H.1.1: | Investigate and discuss how a culture’s traditions are reflected through its music.  
**Clarifications:**  
e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.3.1: | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
**Clarifications:**  
e.g., acoustics, sound amplification, materials, mechanics |
| MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. |
| MU.912.O.3.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another. |
| MU.912.O.3.1: | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. |
| MU.912.S.3.1: | Sight-read music accurately and expressively to show synthesis of skills.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique |
| MU.912.S.3.4: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  
**Clarifications:**  
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations. |

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- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>• Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td></td>
<td>• Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td></td>
<td>• Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>• Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td></td>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td></td>
<td>• Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td></td>
<td>• Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Focus on relevant details within a problem.</td>
</tr>
<tr>
<td></td>
<td>• Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td></td>
<td>• Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td></td>
<td>• Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td></td>
<td>• Look for similarities among problems.</td>
</tr>
<tr>
<td></td>
<td>• Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
<th>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Estimate to discover possible solutions.</td>
</tr>
<tr>
<td></td>
<td>• Use benchmark quantities to determine if a solution makes sense.</td>
</tr>
<tr>
<td></td>
<td>• Check calculations when solving problems.</td>
</tr>
<tr>
<td></td>
<td>• Verify possible solutions by explaining the methods used.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate results based on the given context.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
<th>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td></td>
<td>• Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td></td>
<td>• Perform investigations to gather data or determine if a method is appropriate.</td>
</tr>
<tr>
<td></td>
<td>• Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
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</table>

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
**General Course Information and Notes**

**VERSION DESCRIPTION**

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### GENERAL INFORMATION

- **Course Number:** 1303420

### Course Path:

**Section:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education

- **SubSubject:** Choral Music

- **Abbreviated Title:** VOCAL TECNO 3

- **Course Length:** Year (Y)

- **Course Level:** 2

- **Number of Credits:** One (1) credit

- **Course Type:** Core Academic Course

- **Course Status:** State Board Approved

- **Grade Level(s):** 9, 10, 11, 12

- **Graduation Requirement:** Performing/Fine Arts

### Educator Certifications

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<td><strong>Vocal Techniques 4 Honors (#1303430)</strong> 2020 - 2022 (current)</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
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<td>MU.912.C.1.1:</td>
<td><strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
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<tr>
<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
</tr>
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<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
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<td>MU.912.F.2.1:</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
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<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<td>MU.912.O.2.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
</tr>
<tr>
<td>MU.912.O.2.2:</td>
<td>Transpose melodies into different modalities through performance and composition.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., memorization, sequential process</td>
</tr>
<tr>
<td>MU.912.O.5.2.2:</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., memory, articulation, expression, technical accuracy, rhythmic energy, expressive quality, musical elements, performance practice</td>
</tr>
<tr>
<td>MU.912.O.5.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<td>MU.912.O.5.3.2:</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., musical elements, expressive qualities, performance technique</td>
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<td>MU.912.O.5.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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<td>MU.912.O.5.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Clarifications:</strong></td>
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</tr>
<tr>
<td>LAFS.1112.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.912.O.5.3.5:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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<td>MU.912.O.5.3.6:</td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td><strong>Clarifications:</strong></td>
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<tr>
<td>MU.912.O.5.3.7:</td>
<td>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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</table>
LAFS.1112.SL.1.1: needed.
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.1.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – (3 – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of learning and collaboration and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigors will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional
purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

**Course Number:** 1303430  
**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course  
**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12  
**Graduation Requirement:** Performing/Fine Arts

**Course Path:** Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >  
SubSubject: Choral Music >  
**Abbreviated Title:** VOCAL TECHNS 4 HON  
**Course Length:** Year (Y)  
**Course Attributes:**  
• Honors  
**Course Level:** 3

**Educator Certifications**

Vocal Music (Elementary and Secondary Grades K-12)  
Music (Elementary and Secondary Grades K-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
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<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
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<td>Clarifications:</td>
<td>e.g., listening maps, active listening, checklists</td>
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<tr>
<td>MU.912.C.1.2:</td>
<td>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</td>
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<td>Clarifications:</td>
<td>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.2.1:</td>
<td>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</td>
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<tr>
<td>Clarifications:</td>
<td>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
</tr>
<tr>
<td>MU.912.F.3.1:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
</tr>
<tr>
<td>MU.912.F.3.3:</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
</tr>
<tr>
<td>MU.912.F.3.4:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td>MU.912.H.1.1:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>e.g., patriotic, folk, celebration, entertainment, spiritual</td>
</tr>
<tr>
<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<td>Clarifications:</td>
<td>e.g., acoustics, sound amplification, materials, mechanics</td>
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<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.S.2.1:</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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<td>Clarifications:</td>
<td>e.g., memorization, sequential process</td>
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<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td>Clarifications:</td>
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</table>

### Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.1.1:

**Clarifications:**

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Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:
General Course Information and Notes

**Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**
Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number:** 1303430  
**Course Path:** Grades PreK to 12 Education  
**Grade Group:** Grades 9 to 12 and Adult  
**Education Courses:** Music Education  
**Subject:** Choral Music  
**Abbreviated Title:** VOCAL TECNQS 4 HON  
**Course Length:** Year (Y)  
**Course Attributes:**  
- Honors  
**Course Level:** 3  

**Number of Credits:** One (1) credit  
**Course Type:** Core Academic Course  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12  
**Graduation Requirement:** Performing/Fine Arts

### Educator Certifications

- Vocal Music (Elementary and Secondary Grades K-12)  
- Music (Elementary and Secondary Grades K-12)
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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<tr>
<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td>MU.912.H.2.4:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.S.1.3:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., texture, mode, form, tempo, voicing</td>
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<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
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<td><strong>LAFS.910.SL.1.1:</strong></td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td>a.</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>b.</td>
<td>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
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<td>c.</td>
<td>Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<td>d.</td>
<td>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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<td><strong>Standard Relation to Course:</strong> Supporting</td>
<td></td>
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<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Present a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<td>LAFS.910.SL.2.4:</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
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<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and relevant writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>LAFS.910.WHST.3.9:</td>
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<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
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<tr>
<td>MAFS.K12.MP.5.1:</td>
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Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression 2 + 3, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 − (x − y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**DA.912.F.3.8:** Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### GENERAL NOTES

**English Language Development ELD Standards Special Notes Section:** Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

- **Course Number:** 1303440
- **Course Path:** Section: Grades PreK to 12 Education
  Courses > Grade Group: Grades 9 to 12 and Adult
  Education Courses > Subject: Music Education
  > SubSubject: Choral Music
- **Abbreviated Title:** VOCAL ENS 1
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Number of Credits:** One (1) credit
- **Course Types:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts

### Educator Certifications

- Vocal Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
## Course Standards

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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.S.1.3:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>Clarifications:</strong></td>
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<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., musical elements, expressive qualities, performance technique</td>
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<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<td>• Ask questions that will help with solving the task.</td>
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<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>• Help and support each other when attempting a new method or approach.</td>
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<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td></td>
<td>• Cultivate a community of growth mindset learners.</td>
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<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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<td>• Develop students' ability to analyze and problem solve.</td>
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<td>• Recognize students' effort when solving challenging problems.</td>
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<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
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<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
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<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
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<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<tr>
<td></td>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td></td>
<td>• Express connections between concepts and representations.</td>
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<tr>
<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
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<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<td></td>
<td>• Help students make connections between concepts and representations.</td>
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<td>• Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td></td>
<td>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
</tr>
<tr>
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<td>• Show students that various representations can have different purposes and can be useful in different situations.</td>
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<td>MA.K12.MTR.3.1:</td>
<td>Complete tasks with mathematical fluency.</td>
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<td>Mathematicians who complete tasks with mathematical fluency:</td>
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<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td></td>
<td>• Complete tasks accurately and with confidence.</td>
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<tr>
<td></td>
<td>• Adapt procedures to apply them to a new context.</td>
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<td></td>
<td>• Use feedback to improve efficiency when performing calculations.</td>
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<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
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<td>• Help students understand the importance of mathematical fluency.</td>
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<tr>
<td></td>
<td>• Provide opportunities for students to practice and apply mathematical procedures in different contexts.</td>
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<tr>
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<td>• Guide students to use feedback to improve their efficiency.</td>
</tr>
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<td>• Show students that mathematical fluency can be improved through practice and feedback.</td>
</tr>
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Vocal Ensemble 1 (#1303440) 2022 - And Beyond
**MA.K12.MTR.4.1:**

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**MA.K12.MTR.6.1:**

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. In 3rd grade, students should use a combination of direct and indirect citations.

- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
General Course Information and Notes

VERSION DESCRIPTION

Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
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GENERAL INFORMATION

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Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education
Courses > Subject: Music Education
SubSubject: Choral Music
Abbreviated Title: VOCAL ENS 1
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Vocal Ensemble 2 (#1303450) 2020 - 2022 (current)

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<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</td>
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<td>MU.912.O.3.1:</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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<td>MU.912.O.3.2:</td>
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<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td>MU.912.S.2.1:</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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<td>Clarifications:</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
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<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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<td>a.</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>b.</td>
<td>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
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<td>c.</td>
<td>Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<td>d.</td>
<td>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<td>LAFS.910.SL.2.4:</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
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<td>LAFS.910.SL.2.6:</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
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<td>LAFS.910.WHST.2.4:</td>
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<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
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Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

MAFS.K12.MP.5.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

MAFS.K12.MP.6.1: Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

DA.912.F.3.8:

Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.S.2.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

VERSION DESCRIPTION

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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GENERAL INFORMATION

Course Number: 1303450

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing/Fine Arts
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<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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### MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
Help students make connections between concepts and representations.
Provide opportunities for students to use manipulatives when investigating concepts.
Guide students from concrete to pictorial to abstract representations as understanding progresses.
Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**MA.K12.MTR.3.1:**

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**MA.K12.MTR.4.1:**

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**MA.K12.MTR.5.1:**

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**MA.K12.MTR.6.1:**

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
General Course Information and Notes

**VERSION DESCRIPTION**

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area.
concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1303450
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** State Board Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts

**Course Path:**

- **Section:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music

- **Abbreviated Title:** VOCAL ENS 2
- **Course Length:** Year (Y)
- **Course Level:** 2

**Educator Certifications**

- Vocal Music (Elementary and Secondary Grades K-12)
- Music (Elementary and Secondary Grades K-12)
## Course Standards

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Develop and demonstrate proper vocal or instrumental technique.

**Clarifications:**
e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**LAFS.1112.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 texts, topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Standard Relation to Course: Supporting**

**LAFS.1112.SI.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**LAFS.1112.SL.3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**LAFS.1112.SI.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**LAFS.1112.SI.6:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LAFS.1112.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.1112.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.5.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.6.1:** Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x^2 + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – (3x – y)^2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**DA.912.F.3.8:** Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.1.1:** English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
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GENERAL INFORMATION

Course Number: 1303460
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music >
Abbreviated Title: VOCAL ENS 3
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
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<td></td>
<td>- Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td></td>
<td>- Ask questions that will help with solving the task.</td>
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<td></td>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td></td>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td></td>
<td>- Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.2:</th>
<th>Teachers who encourage students to participate actively in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td></td>
<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td></td>
<td>- Develop students' ability to analyze and problem solve.</td>
</tr>
<tr>
<td></td>
<td>- Recognize students' effort when solving challenging problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td></td>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td></td>
<td>- Express connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>- Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.2:</th>
<th>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Help students make connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for students to use manipulatives when investigating concepts.</td>
</tr>
<tr>
<td></td>
<td>- Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
</tr>
<tr>
<td></td>
<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>- Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td></td>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
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<td></td>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.2:</th>
<th>Teachers who encourage students to complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
</tr>
<tr>
<td></td>
<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.3:</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>- Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>- Compare the efficiency of a method to those expressed by others.</td>
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<td></td>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
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<tr>
<td></td>
<td>- Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td></td>
<td>- Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td></td>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td></td>
<td>- Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td></td>
<td>- Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td></td>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td></td>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.2:</th>
<th>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
</tr>
<tr>
<td></td>
<td>- Support students to develop generalizations based on the similarities found among problems.</td>
</tr>
</tbody>
</table>
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.
General Course Information and Notes

VERSION DESCRIPTION

Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE's and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303460
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music
Abbreviated Title: VOCAL ENS 3
Course Length: Year (Y)
Course Level: 2
Number of Credits: One (1) credit
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>MU.912.C.1.1:</td>
<td><strong>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</strong></td>
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<td><strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
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<td>MU.912.C.1.2:</td>
<td><strong>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</strong></td>
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<td><strong>Clarifications:</strong> e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</td>
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<tr>
<td>MU.912.C.2.1:</td>
<td><strong>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</strong></td>
</tr>
<tr>
<td>MU.912.C.2.2:</td>
<td><strong>Evaluate performance quality in recorded and/or live performances.</strong></td>
</tr>
<tr>
<td>MU.912.C.3.1:</td>
<td><strong>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</strong></td>
</tr>
<tr>
<td>MU.912.F.1.1:</td>
<td><strong>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</strong></td>
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<td><strong>Clarifications:</strong> e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td>
</tr>
<tr>
<td>MU.912.F.2.1:</td>
<td><strong>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
<tr>
<td>MU.912.F.2.2:</td>
<td><strong>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</strong></td>
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<td><strong>Clarifications:</strong> e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</td>
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<tr>
<td>MU.912.F.3.1:</td>
<td><strong>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</strong></td>
</tr>
<tr>
<td>MU.912.F.3.2:</td>
<td><strong>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</strong></td>
</tr>
<tr>
<td>MU.912.F.3.3:</td>
<td><strong>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</strong></td>
</tr>
<tr>
<td>MU.912.F.3.4:</td>
<td><strong>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</strong></td>
</tr>
<tr>
<td>MU.912.H.1.2:</td>
<td><strong>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</td>
</tr>
<tr>
<td>MU.912.H.1.3:</td>
<td><strong>Compare two or more works of a composer across performance media.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
</tr>
<tr>
<td>MU.912.H.1.5:</td>
<td><strong>Analyze music within cultures to gain understanding of authentic performance practices.</strong></td>
</tr>
<tr>
<td>MU.912.H.2.1:</td>
<td><strong>Evaluate the social impact of music on specific historical periods.</strong></td>
</tr>
<tr>
<td>MU.912.H.2.2:</td>
<td><strong>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</strong></td>
</tr>
<tr>
<td>MU.912.H.2.4:</td>
<td><strong>Examine the effects of developing technology on composition, performance, and acquisition of music.</strong></td>
</tr>
<tr>
<td>MU.912.O.1.1:</td>
<td><strong>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
</tr>
<tr>
<td>MU.912.O.2.1:</td>
<td><strong>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</strong></td>
</tr>
<tr>
<td>MU.912.O.3.1:</td>
<td><strong>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
</tr>
<tr>
<td>MU.912.O.3.2:</td>
<td><strong>Interpret and perform expressive elements indicated by the musical score and/or conductor.</strong></td>
</tr>
<tr>
<td>MU.912.S.1.3:</td>
<td><strong>Arrange a musical work by manipulating two or more aspects of the composition.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., texture, mode, form, tempo, voicing</td>
</tr>
<tr>
<td>MU.912.S.1.4:</td>
<td><strong>Perform and notate, independently and accurately, melodies by ear.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., singing, playing, writing</td>
</tr>
</tbody>
</table>
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**MU.912.S.2.1:**

**Clarifications:**
- e.g., memorization, sequential process

Transfer expressive elements and performance techniques from one piece of music to another.

**MU.912.S.2.2:**

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**MU.912.S.3.1:**

Sight-read music accurately and expressively to show synthesis of skills.

**MU.912.S.3.2:**

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**MU.912.S.3.4:**

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

Develop and demonstrate proper vocal or instrumental technique.

**MU.912.S.3.5:**

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

**LAFS.1112.RST.2.4:**

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Standard Relation to Course: Supporting**

**LAFS.1112.SL.1.1:**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions or solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**LAFS.1112.SL.1.2:**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**LAFS.1112.SL.1.3:**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**LAFS.1112.SL.2.4:**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.1112.SL.3.9:**

Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.5.1:**

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.6.1:**

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7 x 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 x 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

**DA.912.F.3.8:**

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
General Course Information and Notes

VERSION DESCRIPTION

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303470
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Choral Music >
Abbreviated Title: VOCAL ENS 4 HON
Course Length: Year (Y)
Course Attributes:
- Honors
Course Level: 3
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2 | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.2.1 | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2 | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.1.1 | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.2.1 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
**Clarifications:**  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.2.2 | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  
**Clarifications:**  
e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel |
| MU.912.F.3.1 | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2 | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.F.3.4 | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.2 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3 | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.5 | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.1 | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.2 | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. |
| MU.912.H.2.4 | Examine the effects of developing technology on composition, performance, and acquisition of music. |
| MU.912.O.1.1 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1 | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. |
| MU.912.O.3.1 | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.2 | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.1.3 | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| MU.912.S.1.4 | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing |
### MU.912.S.2.1:
Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
- e.g., memorization, sequential process

### MU.912.S.2.2:
Transfer expressive elements and performance techniques from one piece of music to another.

### MU.912.S.2.3:
Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

### MU.912.S.3.2:
Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

### MU.912.S.3.4:
Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

### MA.K12.MTR.1.1:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Develop and demonstrate proper vocal or instrumental technique.
- Sight-read music accurately and expressively to show synthesis of skills.
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Complete tasks accurately and with confidence.
- Maintain flexibility and accuracy while performing procedures and mental calculations.

### MA.K12.MTR.2.1:
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### MA.K12.MTR.3.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.4.1:
Mathematicians who participate in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### MA.K12.MTR.5.1:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
3rd grade students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______" The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.
Demonstrate effective teamwork and accountability, using compromise, Choral Music >
Course Level:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
Mathematical Thinking and Reasoning Standards (MTRs) for students.
Use appropriate voice and tone when speaking or writing.
Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support extend, and assess learning in the classroom.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTR, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1303470
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >
SubSubject: Choral Music>
Abbreviated Title: VOCAL ENS 4 HON
Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

Educator Certifications
Vocal Music (Elementary and Secondary Grades K-12)
Music (Elementary and Secondary Grades K-12)
## Course Standards

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<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.</td>
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<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.H.3.1:</td>
<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. <strong>Clariﬁcations:</strong> e.g., texture, mode, form, tempo, voicing</td>
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<td>LAFS.910.L.1.1:</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
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<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-speciﬁc words and phrases as they are used in a speciﬁc scientiﬁc or technical context relevant to grades 9–10 texts and topics.</td>
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<td>LAFS.910.RST.3.7:</td>
<td>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<td>LAFS.910.SL.2.4:</td>
<td>Present information, ﬁndings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
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<td>LAFS.910.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reﬂection, and research.</td>
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<td>MAFS.912.A-CED.1.1:</td>
<td>Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions. ★ <strong>Standard Relation to Course:</strong> Supporting</td>
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<td>MAFS.912.A-CED.1.2:</td>
<td>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★ <strong>Standard Relation to Course:</strong> Supporting</td>
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<td>MAFS.912.A-CED.1.3:</td>
<td>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★ <strong>Standard Relation to Course:</strong> Supporting</td>
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</table>
For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$. ★

**Standard Relation to Course: Supporting**

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 x 8 equals the well remembered 7 x 5 + 7

**Standard Relation to Course: Supporting**

**★**

**DA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**GENERAL INFORMATION**

**Course Number:** 1304300

**Course Path: Section:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 9 to 12 and Adult Education Courses

**Subject:** Music Education

**SubSubject:** Music Technology

**Abbreviated Title:** MUS TECH & SO ENG 1

**Course Length:** Year (Y)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**VERSION DESCRIPTION**

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
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<td><strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td>• Cultivate a community of growth mindset learners.</td>
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<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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<td>• Develop students’ ability to analyze and problem solve.</td>
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<td>• Recognize students’ effort when solving challenging problems.</td>
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| MA.K12.MTR.2.1:    | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:                                                     |
|                    | • Build understanding through modeling and using manipulatives.                                                                                                                                              |
|                    | • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.                                                                                                  |
|                    | • Progress from modeling problems with objects and drawings to using algorithms and equations.                                                                                                              |
|                    | • Express connections between concepts and representations.                                                                                                                                                |
|                    | • Choose a representation based on the given context or purpose.                                                                                                                                          |
|                    | **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:                                                                          |
|                    | • Help students make connections between concepts and representations.                                                                                                                                      |
|                    | • Provide opportunities for students to use manipulatives when investigating concepts.                                                                                                                     |
|                    | • Guide students from concrete to pictorial to abstract representations as understanding progresses.                                                                                                          |
|                    | • Show students that various representations can have different purposes and can be useful in different situations.                                                                                         |
| MA.K12.MTR.3.1:    | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:                                                                                                    |
|                    | • Select efficient and appropriate methods for solving problems within the given context.                                                                                                                    |
|                    | • Maintain flexibility and accuracy while performing procedures and mental calculations.                                                                                                                    |
|                    | • Complete tasks accurately and with confidence.                                                                                                                                                          |
|                    | • Adapt procedures to apply them to a new context.                                                                                                                                                         |
|                    | • Use feedback to improve efficiency when performing calculations.                                                                                                                                          |

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Music Technology and Sound Engineering
1 (#1304300) 2022 - And Beyond
Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
ELA.K12.EE.2.1: 
**Clarifications:** 
Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1: 
**Clarifications:** 
Make inferences to support comprehension.

ELA.K12.EE.4.1: 
**Clarifications:** 
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.5.1: 
**Clarifications:** 
Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1: 
**Clarifications:** 
Use appropriate voice and tone when speaking or writing.

DA.912.S.2.1: 
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1: 
English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### GENERAL NOTES

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number:** 1304300

<table>
<thead>
<tr>
<th>Course Path</th>
<th>Section</th>
<th>Grades PreK to 12 Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>Grade Group</td>
<td>Grades 9 to 12 and Adult</td>
</tr>
<tr>
<td>Education Courses</td>
<td>Subject</td>
<td>Music Education</td>
</tr>
<tr>
<td>SubSubject</td>
<td>Music Technology</td>
<td></td>
</tr>
</tbody>
</table>

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Course Length:** Year (Y)

**Abbreviated Title:** MUS TECH & SO ENG 1
**Educator Certifications**

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Graduation Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9, 10, 11, 12</td>
<td>Performing/Fine Arts</td>
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</tbody>
</table>

<p>| Instrumental Music (Secondary Grades 7-12) |  |
| Instrumental Music (Elementary and Secondary Grades K-12) |  |
| Vocal Music (Elementary and Secondary Grades K-12) |  |
| Music (Elementary and Secondary Grades K-12) |  |</p>
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<td><strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</td>
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<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.1.2:</td>
<td>Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.</td>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<tr>
<td>MU.912.H.1.2:</td>
<td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>
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<td>Evaluate the social impact of music on specific historical periods.</td>
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<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</td>
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<td>Compose music for voices and/or acoustic, digital, or electronic instruments.</td>
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<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td>Research and report on the impact of MIDI as an industry-standard protocol.</td>
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<td>Combine and/or create virtual and audio instruments.</td>
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<td>Record, mix, and edit a recorded performance.</td>
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<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<tr>
<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
<tr>
<td>LAFS.910.L.1.1:</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Use parallel structure.</td>
</tr>
<tr>
<td></td>
<td>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
</tr>
<tr>
<td>LAFS.910.RST.3.7:</td>
<td>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td></td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td></td>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td></td>
<td>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
</tr>
<tr>
<td></td>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
</tr>
</tbody>
</table>

**Standard Relation to Course: Supporting**

| LAFS.910.L.1.2: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  |
| LAFS.910.L.1.3: | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| LAFS.910.SL.2.4:| Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| LAFS.910.WHST.3.9:| Draw evidence from informational texts to support analysis, reflection, and research.  |

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and
simple rational, absolute, and exponential functions. ★

**MAFS.912.A-CED.1.2:** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★

**MAFS.912.A-CED.1.3:** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★

**MAFS.912.A-CED.1.4:** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s law $V = IR$ to highlight resistance $R$. ★

**MAFS.912.A-CED.1.1:** Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.K12.MP.5.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.6.1:** Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the $14$ as $2 \times 7$ and the $9$ as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as $5$ minus a positive number times a square and use that to realize that its value cannot be more than $5$ for any real numbers $x$ and $y$.

**OA.912.S.2.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

### General Course Information and Notes

**VERSION DESCRIPTION**

Students build on previous experience with the fundamentals of music technology and sound engineering to integrate their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. They explore the creative and aesthetic implications of music technology and sound engineering through class work. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**GENERAL INFORMATION**

**Course Number:** 1304310

**Course Path:** Section: Grades PreK to 12 Education

Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education >
<table>
<thead>
<tr>
<th>SubSubject: Music Technology</th>
<th>Abbreviated Title: MUS TECH &amp; SO ENG 2</th>
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<tbody>
<tr>
<td>Number of Credits: One (1) credit</td>
<td>Course Length: Year (Y)</td>
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<tr>
<td>Course Type: Core Academic Course</td>
<td>Course Level: 2</td>
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<td>Course Status: Course Approved</td>
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<td>Grade Level(s): 9,10,11,12</td>
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### Mathematics

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<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td></td>
<td>• Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td></td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td></td>
<td>• Develop students’ ability to analyze and problem solve.</td>
</tr>
<tr>
<td></td>
<td>• Recognize students’ effort when solving challenging problems.</td>
</tr>
<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td></td>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td></td>
<td>• Express connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
</tr>
<tr>
<td>MA.K12.MTR.4.1:</td>
<td>Complete tasks with mathematical fluency.</td>
</tr>
</tbody>
</table>

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### MA.K12.MTR.3.1: Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
### General Course Information and Notes

**VERSION DESCRIPTION**

Students build on previous experience with the fundamentals of music technology and sound engineering to integrate their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. They explore the creative and aesthetic implications of music technology and sound engineering through classroom work. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRS) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRS, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences, and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

[https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf)

### GENERAL INFORMATION

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<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
<th>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students incorporate relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.K12.EE.2.1:</td>
<td>Read and comprehend grade-level complex texts proficiently.</td>
</tr>
</tbody>
</table>
| Clarifications:  
See Text Complexity for grade-level complexity bands and a text complexity rubric.  
**ELA.K12.EE.3.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
**ELA.K12.EE.4.1:** Use appropriate voice and tone when speaking or writing.  
**ELA.K12.EE.5.1:** Sustain focused attention, respect, and discipline during class, rehearsal, and performance.  
**DA.912.S.2.1:** English language learners communicate for social and instructional purposes within the school setting. |
| Clarifications:  
**ELA.K12.EE.1.1:** Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students incorporate relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |
| **GENERAL INFORMATION** | |
Educator Certifications

<p>| Music (Elementary and Secondary Grades K-12) |
| Vocal Music (Elementary and Secondary Grades K-12) |
| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |</p>
<table>
<thead>
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<th>Name</th>
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<tr>
<td>DA.912.C.1.2:</td>
<td>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. <strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
</tr>
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<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
</tr>
<tr>
<td>DA.912.F.3.6:</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. <strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
</tr>
<tr>
<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions. <strong>Clarifications:</strong> e.g., appropriate attire, professional respect, traditions, procedures</td>
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<tr>
<td>DA.912.O.3.1:</td>
<td>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</td>
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<td>DA.912.O.3.2:</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
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<tr>
<td>DA.912.S.1.2:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<td>DA.912.S.2.1:</td>
<td>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</td>
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<td>DA.912.S.3.2:</td>
<td>Develop and maintain flexibility, strength, and stamina for wellness and performance.</td>
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<tr>
<td>DA.912.S.3.4:</td>
<td>Perform dance vocabulary with musicality and sensitivity. <strong>Clarifications:</strong> e.g., on the counts, fill the music, emulate musical nuance</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Standard Relation to Course: Supporting</td>
</tr>
<tr>
<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4:</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
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<td>LAFS.910.SL.2.6:</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>LAFS.910.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<tr>
<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<tr>
<td>MU.912.O.1.1:</td>
<td>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. <strong>Clarifications:</strong> e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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</tbody>
</table>

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
Clarifications:
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

Clarifications:
e.g., memorization, sequential process

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore and deepen their understanding of concepts. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give precisely worded answers to questions about measurements. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7, in preparation for learning about the distributive property. In the expression 24x + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Apply terminology and etiquette in dance.

Analyze the movement performance of self and others.

Analyze the relationship between music and dance.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:
<table>
<thead>
<tr>
<th><strong>GENERAL INFORMATION</strong></th>
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<tbody>
<tr>
<td><strong>Course Number:</strong> 1305300</td>
</tr>
<tr>
<td><strong>Course Path:</strong> Sections PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Music Education &gt; SubSubject: Eurythmics &gt; Abbreviated Title: EURHY 1</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong> One (1) credit</td>
</tr>
<tr>
<td><strong>Course Type:</strong> Core Academic Course</td>
</tr>
<tr>
<td><strong>Course Status:</strong> Course Approved</td>
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<tr>
<td><strong>Grade Level(s):</strong> 9, 10, 11, 12</td>
</tr>
<tr>
<td><strong>Graduation Requirement:</strong> Performing/Fine Arts</td>
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<tr>
<td><strong>Course Length:</strong> Year (Y)</td>
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<td><strong>Course Level:</strong> 2</td>
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## Course Standards

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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others: &lt;br&gt; • Analyze the problem in a way that makes sense given the task. &lt;br&gt; • Ask questions that will help with solving the task. &lt;br&gt; • Build perseverance by modifying methods as needed while solving a challenging task. &lt;br&gt; • Stay engaged and maintain a positive mindset when working to solve tasks. &lt;br&gt; • Help and support each other when attempting a new method or approach. &lt;br&gt; <strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others: &lt;br&gt; • Cultivate a community of growth mindset learners. &lt;br&gt; • Foster perseverance in students by choosing tasks that are challenging. &lt;br&gt; • Develop students' ability to analyze and problem solve. &lt;br&gt; • Recognize students' effort when solving challenging problems.</td>
</tr>
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<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways. &lt;br&gt; Mathematicians who demonstrate understanding by representing problems in multiple ways: &lt;br&gt; • Build understanding through modeling and using manipulatives. &lt;br&gt; • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. &lt;br&gt; • Progress from modeling problems with objects and drawings to using algorithms and equations. &lt;br&gt; • Express connections between concepts and representations. &lt;br&gt; • Choose a representation based on the given context or purpose. &lt;br&gt; <strong>Clarifications:</strong> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: &lt;br&gt; • Help students make connections between concepts and representations. &lt;br&gt; • Provide opportunities for students to use manipulatives when investigating concepts. &lt;br&gt; • Guide students from concrete to pictorial to abstract representations as understanding progresses. &lt;br&gt; • Show students that various representations can have different purposes and can be useful in different situations.</td>
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| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency. <br> Mathematicians who complete tasks with mathematical fluency: <br> • Select efficient and appropriate methods for solving problems within the given context. <br> • Maintain flexibility and accuracy while performing procedures and mental calculations. <br> • Complete tasks accurately and with confidence. <br> • Adapt procedures to apply them to a new context. <br> • Use feedback to improve efficiency when performing calculations. <br> **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:
Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

**Clarifications:**
For example, listening maps, active listening, checklists

Evaluate performance quality in recorded and/or live performances.

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

**Clarifications:**
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

**Clarifications:**
- e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
- e.g., memorization, sequential process

Cite evidence to explain and justify reasoning.

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
- In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Apply terminology and etiquette in dance.

Analyze the movement performance of self and others.

**Clarifications:**
- Some examples are video analysis and checklist.

Analyze the relationship between music and dance.

English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1305300
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education
SubSubject: Eurythmics
Abbreviated Title: EURHY 1
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 9, 10, 11, 12
Graduation Requirement: Performing/Fine Arts
## Eurhythmics 2 (#1305310) 2015 - 2022 (current)

### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA.912.C.1.2:</td>
<td>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
</tr>
<tr>
<td>DA.912.C.2.2:</td>
<td>Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<tr>
<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
</tr>
<tr>
<td>DA.912.F.3.6:</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., appropriate attire, professional respect, traditions, procedures</td>
</tr>
<tr>
<td>DA.912.O.3.1:</td>
<td>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</td>
</tr>
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<td>DA.912.O.3.2:</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
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<td>DA.912.S.1.2:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>e.g., on the counts, fill the music, emulate musical nuance</td>
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<tr>
<td>DA.912.S.2.1:</td>
<td>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</td>
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<td><strong>Clarifications:</strong></td>
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<td>DA.912.S.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>DA.912.S.3.1:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
</tr>
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<td>DA.912.S.3.2:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>DA.912.F.3.1:</td>
<td>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</td>
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<td>DA.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>DA.912.F.3.3:</td>
<td>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</td>
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<td>DA.912.H.2.1:</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>DA.912.O.1.1:</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</td>
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<td>DA.912.S.2.1:</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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<td>e.g., memorization, sequential process</td>
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<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>DA.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
</tr>
</tbody>
</table>
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Standard Relation to Course: Supporting**

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LAFS.910.SL.1.2: Present information, findings, and supporting evidence clearly, logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategizing using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.**

**Standard Relation to Course: Supporting**

LAFS.910.MP.5.1: Use appropriate tools strategically.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

LAFS.910.MP.6.1: Attend to precision.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – (–3(x – y))² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

**Standard Relation to Course: Supporting**

LAFS.910.MP.7.1: Look for and make use of structure.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS
As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

*Any field when certification reflects a bachelor or higher degree.*

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### GENERAL INFORMATION

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<th>Course Number:</th>
<th>1305310</th>
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<tbody>
<tr>
<td>Number of Credits:</td>
<td>One (1) credit</td>
</tr>
<tr>
<td>Course Type:</td>
<td>Core Academic Course</td>
</tr>
<tr>
<td>Course Status:</td>
<td>Course Approved</td>
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<tr>
<td>Grade Level(s):</td>
<td>9,10,11,12</td>
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<tr>
<td>Graduation Requirement:</td>
<td>Performing/Fine Arts</td>
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**Course Path:**
- **Section:** Grades PreK to 12 Education
- **Grades:** 9 to 12 and Adult
- **Subject:** Music Education
- **SubSubject:** Eurythmics

**Abbreviated Title:** EURHY 2

**Course Length:** Year (Y)

**Course Level:** 2
### Course Standards

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| DA.912.C.1.2: | Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.  
**Clarifications:**  
e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues |
| DA.912.C.2.2: | Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.  
**Clarifications:**  
e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works |
| DA.912.C.2.3: | Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.  
**Clarifications:**  
| DA.912.F.3.6: | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.  
**Clarifications:**  
e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines |
| DA.912.F.3.8: | Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.  
**Clarifications:**  
| DA.912.O.1.2: | Apply standards of class and performance etiquette consistently to attain optimal working conditions.  
**Clarifications:**  
e.g., appropriate attire, professional respect, traditions, procedures |
| DA.912.O.3.1: | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures. |
| DA.912.O.3.2: | Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances. |
| DA.912.S.1.2: | Generate choreographic ideas through improvisation and physical brainstorming. |
| DA.912.S.2.1: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| DA.912.S.2.4: | Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes. |
| DA.912.S.3.2: | Develop and maintain flexibility, strength, and stamina for wellness and performance.  
**Clarifications:**  
e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines |
| DA.912.C.1.1: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.1: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.1: | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.3.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.S.2.1: | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**  
e.g., memorization, sequential process |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another.  
**Clarifications:**  
| MU.912.S.2.3: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  
Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task. |
### MA.K12.MTR.1.1: Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:

- Estimated to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

PE.912.C.2.2:

Apply terminology and etiquette in dance.

**Clarifications:**
Some examples are video analysis and checklist.

PE.912.C.2.5:

Analyze the relationship between music and dance.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teaching are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
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<tbody>
<tr>
<td><strong>Course Number:</strong> 1305310</td>
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<tr>
<td><strong>Number of Credits:</strong> One (1) credit</td>
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<tr>
<td><strong>Course Type:</strong> Core Academic Course</td>
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<td><strong>Course Status:</strong> State Board Approved</td>
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<td><strong>Grade Level(s):</strong> 9,10,11,12</td>
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<tr>
<td><strong>Graduation Requirement:</strong> Performing/Fine Arts</td>
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<table>
<thead>
<tr>
<th>Course Path: Section:</th>
<th>Grades PreK to 12 Education</th>
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<tbody>
<tr>
<td>Courses &gt; Grade Group:</td>
<td>Grades 9 to 12 and Adult Education Courses &gt; Subject: Music Education &gt;</td>
</tr>
<tr>
<td>SubSubject:</td>
<td>Eurythmics &gt;</td>
</tr>
<tr>
<td>Abbreviated Title:</td>
<td>EURHY 2</td>
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<tr>
<td><strong>Course Length:</strong> Year (Y)</td>
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<tr>
<td><strong>Course Level:</strong> 2</td>
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<tr>
<td>Name</td>
<td>Description</td>
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</tr>
<tr>
<td>DA.912.C.1.2:</td>
<td>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
</tr>
<tr>
<td>DA.912.C.1.4:</td>
<td>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</td>
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<tr>
<td>DA.912.C.2.2:</td>
<td>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
</tr>
<tr>
<td>DA.912.C.2.3:</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
</tr>
<tr>
<td>DA.912.C.3.1:</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
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<tr>
<td>DA.912.C.3.2:</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., time management, refining dance steps, research</td>
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<tr>
<td>DA.912.F.2.1:</td>
<td>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</td>
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<tr>
<td>DA.912.F.3.6:</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</td>
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<td><strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
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<tr>
<td>DA.912.F.3.8:</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
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<tr>
<td>DA.912.H.1.1:</td>
<td>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</td>
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<tr>
<td>DA.912.H.1.3:</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
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<tr>
<td>DA.912.H.3.3:</td>
<td>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</td>
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<tr>
<td>DA.912.O.1.2:</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., appropriate attire, professional respect, traditions, procedures</td>
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<tr>
<td>DA.912.O.3.1:</td>
<td>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</td>
</tr>
<tr>
<td>DA.912.O.3.2:</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
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<tr>
<td>DA.912.S.1.2:</td>
<td>Generate choreographic ideas through improvisation and physical brainstorming.</td>
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<tr>
<td>DA.912.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., repetition, revision, refinement, focus</td>
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<tr>
<td>DA.912.S.2.2:</td>
<td>Apply corrections and concepts from previously learned steps to different material to improve processing of new information.</td>
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<td><strong>Clarifications:</strong> e.g., on the counts, fill the music, emulate musical nuance</td>
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<tr>
<td>DA.912.S.3.2:</td>
<td>Develop and maintain flexibility, strength, and stamina for wellness and performance.</td>
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<tr>
<td>DA.912.S.3.4:</td>
<td>Perform dance vocabulary with musicality and sensitivity.</td>
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<tr>
<td>DA.912.S.5.1.2:</td>
<td>Generate choreographic ideas through improvisation and physical brainstorming.</td>
</tr>
<tr>
<td>DA.912.S.5.2.1:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<tr>
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<td><strong>Clarifications:</strong> e.g., repetition, revision, refinement, focus</td>
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<tr>
<td>DA.912.S.5.2.2:</td>
<td>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</td>
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<tr>
<td>DA.912.S.5.2.4:</td>
<td>Perform dance vocabulary with musicality and sensitivity.</td>
</tr>
<tr>
<td>DA.912.S.5.3.2:</td>
<td>Perform dance vocabulary with musicality and sensitivity.</td>
</tr>
<tr>
<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., listening maps, active listening, checklists</td>
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<tr>
<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
</tr>
<tr>
<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<tr>
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<td><strong>Clarifications:</strong> e.g., community revitalization, industry choosing new locations, cultural and social enrichment</td>
</tr>
<tr>
<td>MU.912.F.2.2:</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
</tr>
</tbody>
</table>
Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Summarize copyright laws that govern printed, recorded, and online music to promote legal and responsible use of intellectual property and technology.

Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.

Investigate and discuss how a culture's traditions are reflected through its music.

Clarifications:
e.g., patriotic, folk, celebration, entertainment, spiritual

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Clarifications:
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Clarifications:
e.g., memorization, sequential process

Transfer expressive elements and performance techniques from one piece of music to another.

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from text and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetorical devices. When alternative or opposing perspectives are addressed, and of emphasis, and tone used.

In the elementary grades, students give carefully formulated answers with a degree of precision appropriate for the problem context.

In the middle grades, students are able to identify important evidence, analyze claims, and make explicit use of definitions.

In the high school grades, students analyze multiple sources of information presented in various formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

**Standard Relation to Course: Supporting**

**PE.K12.C.2.2:** Apply terminology and etiquette in dance.

**PE.K12.C.2.3:** Analyze the movement performance of self and others.

**Clarifications:**
Some examples are video analysis and checklist.

**PE.K12.C.2.5:** Analyze the relationship between music and dance.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

**GENERAL INFORMATION**

**Course Number:** 1305320

**Course Path:** Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** Music Education >
**SubSubject:** Eurythmics >
**Abbreviated Title:** EURHY 3

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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</table>
| DA.912.C.1.2: | Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.  
  **Clarifications:**  
  e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues |
| DA.912.C.1.4: | Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.  
  **Clarifications:**  
  e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works |
| DA.912.C.2.2: | Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.  
  **Clarifications:**  
  e.g., time management, refining dance steps, research |
| DA.912.C.3.2: | Generate choreographic ideas through improvisation and physical brainstorming.  
  **Clarifications:**  
  e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues |
| DA.912.C.3.3: | Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.  
  **Clarifications:**  
  e.g., time management, refining dance steps, research |
| DA.912.C.3.4: | Perform dance vocabulary with musicality and sensitivity.  
  **Clarifications:**  
  e.g., on the counts, fill the music, emulate musical nuance |
| DA.912.C.3.5: | Apply corrections and concepts from previously learned steps to different material to improve processing of new information.  
  **Clarifications:**  
  e.g., repetition, revision, refinement, focus |
| DA.912.C.3.6: | Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.  
  **Clarifications:**  
  e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| DA.912.C.3.7: | Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.  
  **Clarifications:**  
  e.g., listening maps, active listening, checklists |
| DA.912.C.3.8: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
  **Clarifications:**  
  e.g., listening maps, active listening, checklists |
| DA.912.C.3.9: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
  **Clarifications:**  
  e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| DA.912.C.3.10: | Exemplify the quality and effectiveness of performances based on exemplary models and self-established criteria.  
  **Clarifications:**  
  e.g., use of movements, elements, principles of design, lighting, costumes, music |
| DA.912.C.3.11: | Develop and maintain flexibility, strength, and stamina for wellness and performance.  
  **Clarifications:**  
  e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines |
| DA.912.C.3.12: | Apply standards of class and performance etiquette consistently to attain optimal working conditions.  
  **Clarifications:**  
  e.g., appropriate attire, professional respect, traditions, procedures |
| DA.912.C.3.13: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
  **Clarifications:**  
  e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| DA.912.C.3.14: | Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.  
  **Clarifications:**  
  e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| DA.912.C.3.15: | Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.  
  **Clarifications:**  
  e.g., listening maps, active listening, checklists |
| DA.912.C.3.16: | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
  **Clarifications:**  
  e.g., listening maps, active listening, checklists |
| DA.912.C.3.17: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
  **Clarifications:**  
  e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

Summarize copyright laws that govern printed, recorded, and online music to promote legal and responsible use of intellectual property and technology.

Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.

Investigate and discuss how a culture's traditions are reflected through its music.

Evaluate the social impact of music on specific historical periods.

Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

Interpret and perform expressive elements indicated by the musical score and/or conductor.

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

Transfer expressive elements and performance techniques from one piece of music to another.

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Summarize copyright laws that govern printed, recorded, and online music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.

Music acquisition, to predict possible directions of music.

Communicate mathematical ideas, vocabulary and methods effectively.

Use feedback to improve efficiency when performing calculations.

Adapt procedures to apply them to a new context.

Complete tasks accurately and with confidence.

Maintain flexibility and accuracy while performing procedures and mental calculations.

Select efficient and appropriate methods for solving problems within the given context.

Provide opportunities for students to use manipulatives when investigating concepts.

Guide students from concrete to pictorial to abstract representations as understanding progresses.

Show that students consider that various representations can have different purposes and can be useful in different situations.

Develop students' ability to analyze and problem solve.

Recognize students' effort when solving challenging problems.

Cultivate a community of growth mindset learners.

Foster perseverance in students by choosing tasks that are challenging.

Help and support each other when attempting a new method or approach.

Stay engaged and maintain a positive mindset when working to solve tasks.

Base conclusions and decisions on the work they produced and the thinking of others.

Choose a representation based on the given context or purpose.

Show students that various representations can have different purposes and can be useful in different situations.

Help students make connections between concepts and representations.

Provide opportunities for students to use manipulatives when investigating concepts.

Guide students from concrete to pictorial to abstract representations as understanding progresses.

Show that students consider that various representations can have different purposes and can be useful in different situations.

Analyze the problem in a way that makes sense given the task.

Ask questions that will help with solving the task.

Build perseverance by modifying methods as needed while solving a challenging task.

Mathematicians who participate in effortful learning both individually and with others:

• Analyze the problem in a way that makes sense given the task.

• Ask questions that will help with solving the task.

• Build perseverance by modifying methods as needed while solving a challenging task.

• Stay engaged and maintain a positive mindset when working to solve tasks.

• Help and support each other when attempting a new method or approach.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

• Build understanding through modeling and using manipulatives.

• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

• Progress from modeling problems with objects and drawings to using algorithms and equations.

• Express connections between concepts and representations.

• Choose a representation based on the given context or purpose.

Teachers who encourage students to participate actively in effortful learning both individually and with others:

• Cultivate a community of growth mindset learners.

• Foster perseverance in students by choosing tasks that are challenging.

• Help students make connections between concepts and representations.

• Provide opportunities for students to use manipulatives when investigating concepts.

• Guide students from concrete to pictorial to abstract representations as understanding progresses.

• Show that students consider that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

• Select efficient and appropriate methods for solving problems within the given context.

• Maintain flexibility and accuracy while performing procedures and mental calculations.

• Complete tasks accurately and with confidence.

• Adapt procedures to apply them to a new context.

• Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:

• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

• Offer multiple opportunities for students to practice efficient and generalizable methods.

• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

• Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.4.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.5.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**MA.K12.MTR.6.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.7.1:**
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**
Make inferences to support comprehension.
General Course Information and Notes

VERSION DESCRIPTION

Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 1305320

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Eurythmics >
<table>
<thead>
<tr>
<th><strong>Abbreviated Title:</strong> EURHY 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Number of Credits:</strong> One (1) credit</td>
</tr>
<tr>
<td><strong>Course Type:</strong> Core Academic Course</td>
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<tr>
<td><strong>Course Status:</strong> State Board Approved</td>
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<td><strong>Course Level:</strong> 2</td>
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<tr>
<td><strong>Course Length:</strong> Year (Y)</td>
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<tr>
<td><strong>Grade Level(s):</strong> 9,10,11,12</td>
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<tr>
<td><strong>Graduation Requirement:</strong> Performing/Fine Arts</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>DA.912.C.1.2</td>
<td>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</td>
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<td><strong>Clarifications:</strong> e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</td>
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<tr>
<td>DA.912.C.1.3</td>
<td>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</td>
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<td><strong>Clarifications:</strong> e.g., journal entries, discussion</td>
</tr>
<tr>
<td>DA.912.C.1.4</td>
<td>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</td>
</tr>
<tr>
<td>DA.912.C.2.1</td>
<td>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</td>
</tr>
<tr>
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<td><strong>Clarifications:</strong> e.g., improvisation, trial and error, collaboration</td>
</tr>
<tr>
<td>DA.912.C.2.2</td>
<td>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</td>
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<tr>
<td>DA.912.C.2.3</td>
<td>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</td>
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<td>DA.912.C.2.4</td>
<td>Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.</td>
</tr>
<tr>
<td>DA.912.C.3.1</td>
<td>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</td>
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<td></td>
<td><strong>Clarifications:</strong> e.g., use of movements, elements, principles of design, lighting, costumes, music</td>
</tr>
<tr>
<td>DA.912.C.3.2</td>
<td>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</td>
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<td><strong>Clarifications:</strong> e.g., time management, refining dance steps, research</td>
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<tr>
<td>DA.912.F.1.3</td>
<td>Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.</td>
</tr>
<tr>
<td>DA.912.F.2.1</td>
<td>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</td>
</tr>
<tr>
<td>DA.912.F.3.1</td>
<td>Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece.</td>
</tr>
<tr>
<td>DA.912.F.3.2</td>
<td>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</td>
</tr>
<tr>
<td>DA.912.F.3.6</td>
<td>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</td>
</tr>
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<td><strong>Clarifications:</strong> e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</td>
</tr>
<tr>
<td>DA.912.F.3.8</td>
<td>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</td>
</tr>
<tr>
<td>DA.912.H.1.1</td>
<td>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</td>
</tr>
<tr>
<td>DA.912.H.1.2</td>
<td>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</td>
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<tr>
<td>DA.912.H.1.3</td>
<td>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</td>
</tr>
<tr>
<td>DA.912.H.3.3</td>
<td>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., time management, refining dance steps, research</td>
</tr>
<tr>
<td>DA.912.O.1.2</td>
<td>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., appropriate attire, professional respect, traditions, procedures</td>
</tr>
<tr>
<td>DA.912.O.1.5</td>
<td>Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation</td>
</tr>
<tr>
<td>DA.912.O.3.1</td>
<td>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</td>
</tr>
<tr>
<td>DA.912.O.3.2</td>
<td>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</td>
</tr>
<tr>
<td>DA.912.S.1.1</td>
<td>Synthesize a variety of choreographic principles and structures to create a dance.</td>
</tr>
</tbody>
</table>
DA.912.S.1.2: Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2: Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.4: Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
DA.912.S.3.2: Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.4: Perform dance vocabulary with musicality and sensitivity.

MU.912.C.1.1: Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2: Clarifications: e.g., unity, variety, contrast, repetition, transition

MU.912.C.2.2: Evaluate performance quality in recorded and/or live performances.
MU.912.C.3.1: Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

MU.912.F.1.2: Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
MU.912.F.2.2: Clarifications: e.g., community revitalization, industry choosing new locations, cultural and social enrichment

MU.912.F.3.1: Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2: Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3: Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4: Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.

MU.912.H.1.1: Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.2.1: Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2: Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

MU.912.O.1.1: Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
MU.912.O.3.1: Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2: Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.O.5.1: Clarifications: e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

MU.912.O.5.2: Transfer expressive elements and performance techniques from one piece of music to another.
MU.912.O.5.3: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

LAFS.1112.RST.2.4: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 texts and topics.
LAFS.1112.RST.2.4.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LAFS.1112.RST.2.4.b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
LAFS.1112.RST.2.4.c: Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LAFS.1112.RST.2.4.d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting
LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning.
LAFS.1112.SL.2.4: alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

MAFS.K12.MP.5.1:

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 5 × 7 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

PE.912.C.2.2: Apply terminology and etiquette in dance.

PE.912.C.2.3: Analyze the movement performance of self and others.

Clarifications:

Some examples are video analysis and checklist.

PE.912.C.2.5: Analyze the relationship between music and dance.

ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Student dancers develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

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### GENERAL INFORMATION

- **Course Number:** 1305330  
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Eurythmics > Abbreviated Title: EURHY 4  
- **Number of Credits:** One (1) credit  
- **Course Type:** Core Academic Course  
- **Course Status:** Course Approved  
- **Grade Level(s):** 9, 10, 11, 12  
- **Graduation Requirement:** Performing/Fine Arts  
- **Course Length:** Year (Y)  
- **Course Level:** 2
**Course Standards**

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**Clarifications:**  
e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues |
| DA.912.C.1.3: | Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.  
**Clarifications:**  
e.g., journal entries, discussion |
| DA.912.C.1.4: | Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance. |
| DA.912.C.2.1: | Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.  
**Clarifications:**  
e.g., improvisation, trial and error, collaboration |
| DA.912.C.2.2: | Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.  
**Clarifications:**  
e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works |
| DA.912.C.2.3: | Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent. |
| DA.912.C.2.4: | Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance. |
| DA.912.C.3.1: | Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.  
**Clarifications:**  
e.g., use of movements, elements, principles of design, lighting, costumes, music |
| DA.912.C.3.2: | Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.  
**Clarifications:**  
e.g., time management, refining dance steps, research |
| DA.912.F.1.3: | Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. |
| DA.912.F.2.1: | Synthesize a variety of choreographic principles and structures to create a dance.  
**Clarifications:**  
e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation |
| DA.912.F.3.1: | Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography. |
| DA.912.F.3.2: | Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.  
**Clarifications:**  
e.g., time management, refining dance steps, research |
| DA.912.F.3.6: | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.  
**Clarifications:**  
e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines |
| DA.912.F.3.8: | Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography. |
| DA.912.H.1.2: | Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works. |
| DA.912.H.1.3: | Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others. |
| DA.912.H.3.3: | Analyze and compare the uses of different movement vocabularies.  
**Clarifications:**  
e.g., improvisation, trial and error, collaboration |
| DA.912.O.1.2: | Conduct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.  
**Clarifications:**  
e.g., appropriate attire, professional respect, traditions, procedures |
| DA.912.O.1.5: | Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.  
**Clarifications:**  
e.g., journal entries, discussion |
| DA.912.O.3.1: | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures. |
| DA.912.O.3.2: | Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances. |
| DA.912.S.1.1: | Synthesize a variety of choreographic principles and structures to create a dance.  
**Clarifications:**  
e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation |
| DA.912.S.1.2: | Generate choreographic ideas through improvisation and physical brainstorming. |
| DA.912.S.2.1: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance. |
| DA.912.S.2.2: | Apply corrections and concepts from previously learned steps to different material to improve processing of new information. |
| DA.912.S.2.4: | Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes. |
| DA.912.S.3.2: | Develop and maintain flexibility, strength, and stamina for wellness and performance. |
| DA.912.S.3.4: | Perform dance vocabulary with musicality and sensitivity. |
| MU.912.C.1.1: | Clarifications: e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.1.2: | Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product. |
| MU.912.F.2.2: | Clarifications: e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.3.1: | Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.1: | Clarifications: e.g., patriotic, folk, celebration, entertainment, spiritual |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.2: | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. |
| MU.912.O.1.1: | Clarifications: e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.3.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.O.3.2: | Clarifications: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.S.2.1: | Clarifications: e.g., memorization, sequential process |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another. |
| MU.912.S.3.4: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
| MA.K12.MTR.1.1: | Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: |
| | Analyze the problem in a way that makes sense given the task. |
| | Ask questions that will help with solving the task. |
| | Build perseverance by modifying methods as needed while solving a challenging task. |
| | Stay engaged and maintain a positive mindset when working to solve tasks. |
| | Help and support each other when attempting a new method or approach. |
| | Demonstrate understanding by representing problems in multiple ways. |
| | Mathematics who demonstrate understanding by representing problems in multiple ways: |
| | Build understanding through modeling and using manipulatives. |
| | Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. |
| | Progress from modeling problems with objects and drawings to using algorithms and equations. |
MA.K12.MTR.2.1:
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
**MA.K12.MTR.7.1:**

- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text they refer to. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced in the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**

- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**

- Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.3.1:**

- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.4.1:**

- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.5.1:**

- Use appropriate voice and tone when speaking or writing.

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**PE.912.C.2.2:**

- Apply terminology and etiquette in dance.

**Clarifications:**
- Some examples are video analysis and checklist.

**PE.912.C.2.5:**

- Analyze the relationship between music and dance.

**ELD.K12.ELL.SI.1:**

- English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Student dancers develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**GENERAL NOTES**

*Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards*
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**QUALIFICATIONS**
As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

*Any field when certification reflects a bachelor or higher degree.*

**GENERAL INFORMATION**

Course Number: 1305330
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

**Course Path:**
Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Eurythmics
Abbreviated Title: EURHY 4
Course Length: Year (Y)
Course Level: 2

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Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.912.C.1.1:</td>
<td>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
<td>• e.g., listening maps, active listening, checklists</td>
</tr>
<tr>
<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
</tr>
<tr>
<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
</tr>
<tr>
<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>MU.912.F.3.2:</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.H.1.5:</td>
<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td>MU.912.H.2.4:</td>
<td>Examine the effects of developing technology on composition, performance, and acquisition of music.</td>
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<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td><strong>Clariifications:</strong></td>
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<td>MU.912.S.2.2:</td>
<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
</tr>
<tr>
<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
<td>• e.g., musical elements, expressive qualities, performance technique</td>
</tr>
<tr>
<td>MU.912.S.3.2:</td>
<td>Sight-read music accurately and expressively to show synthesis of skills.</td>
</tr>
<tr>
<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
</tr>
<tr>
<td><strong>Clariifications:</strong></td>
<td>• e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
</tr>
<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>a.</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td>b.</td>
<td>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td>c.</td>
<td>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
</tr>
<tr>
<td>d.</td>
<td>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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<tr>
<td><strong>Standard Relation to Course:</strong> Supporting</td>
<td></td>
</tr>
<tr>
<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.3:</td>
<td>Present a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4:</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>LAFS.910.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td><strong>Use appropriate tools strategically.</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
<td></td>
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<td><strong>Standard Relation to Course:</strong> Supporting</td>
<td></td>
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<tr>
<td>MAFS.K12.MP.5.1:</td>
<td>Attend to precision.</td>
</tr>
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</table>

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Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

### Standard Relation to Course: Supporting

#### Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

### Standard Relation to Course: Supporting

<table>
<thead>
<tr>
<th>DA.912.F.3.8:</th>
<th>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</th>
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<td>DA.912.S.2.1:</td>
<td>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</td>
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<td>ELD.K12.ELL.Si.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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### General Course Information and Notes

#### VERSION DESCRIPTION

Students with little or no experience in a vocal or instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### GENERAL NOTES

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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### GENERAL INFORMATION

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<td>Course Path: Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Music Education &gt; SubSubject: General Music &gt;</td>
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<tr>
<td>Abbreviated Title: MUSIC ENS 1</td>
</tr>
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<td>Course Length: Year (Y)</td>
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<tr>
<td>Course Level: 2</td>
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<td>Grade Level(s): 9,10,11,12</td>
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<td>Graduation Requirement: Performing/Fine Arts</td>
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### Educator Certifications

- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- **Instrumental Music (Elementary and Secondary Grades K-12)**
### Course Standards

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<td><strong>MU.912.S.1.3</strong>:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition. <strong>Clarifications:</strong> e.g., texture, mode, form, tempo, voicing</td>
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<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. <strong>Clarifications:</strong> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<td><strong>MA.K12.MTR.1.1</strong>:</td>
<td>Mathematicians who participate in effortful learning both individually and with others: - Analyze the problem in a way that makes sense given the task. - Ask questions that will help with solving the task. - Build perseverance by modifying methods as needed while solving a challenging task. - Stay engaged and maintain a positive mindset when working to solve tasks. - Help and support each other when attempting a new method or approach. <strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others: - Cultivate a community of growth mindset learners. - Foster perseverance in students by choosing tasks that are challenging. - Develop students' ability to analyze and problem solve. - Recognize students' effort when solving challenging problems.</td>
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<td><strong>MA.K12.MTR.2.1</strong>:</td>
<td>Complete tasks with mathematical fluency. <strong>Clarifications:</strong> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: - Help students make connections between concepts and representations. - Provide opportunities for students to use manipulatives when investigating concepts. - Guide students from concrete to pictorial to abstract representations as understanding progresses. - Show students that various representations can have different purposes and can be useful in different situations.</td>
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<td><strong>MA.K12.MTR.3.1</strong>:</td>
<td>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: - Build understanding through modeling and using manipulatives. - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. - Progress from modeling problems with objects and drawings to using algorithms and equations. - Express connections between concepts and representations. - Choose a representation based on the given context or purpose. <strong>Clarifications:</strong> Mathematicians who complete tasks with mathematical fluency: - Select efficient and appropriate methods for solving problems within the given context. - Maintain flexibility and accuracy while performing procedures and mental calculations. - Complete tasks accurately and with confidence. - Adapt procedures to apply them to a new context. - Use feedback to improve efficiency when performing calculations. <strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others: - Cultivate a community of growth mindset learners. - Foster perseverance in students by choosing tasks that are challenging. - Develop students' ability to analyze and problem solve. - Recognize students' effort when solving challenging problems.</td>
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Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
### General Course Information and Notes

**VERSION DESCRIPTION**

Students with little or no experience in a vocal or instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 topics and texts.</td>
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<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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<td><strong>Clarifications:</strong></td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<td>LAFS.910.SL.2.4:</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
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<td>LAFS.910.SL.2.6:</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
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<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

General Course Information and Notes

VERSION DESCRIPTION

Students with previous vocal or instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

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GENERAL INFORMATION

Course Number: 1305410

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >
SubSubject: General Music >
Abbreviated Title: MUSIC ENS 2
Course Length: Year (Y)
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- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.**  
**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
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- Develop students' ability to analyze and problem solve.  
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| MA.K12.MTR.2.1: | **Demonstrate understanding by representing problems in multiple ways.**  
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- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.**  
**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
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<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>- Have students estimate or predict solutions prior to solving.</td>
</tr>
<tr>
<td>- Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
</tr>
<tr>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
</tr>
<tr>
<td>- Strengthen students’ ability to verify solutions through justifications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1: Apply mathematics to real-world contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematicians who apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>- Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>- Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td>- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</td>
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<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
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<tr>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
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</tbody>
</table>
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.3.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.4.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.5.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELA.K12.EE.6.1:**
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

**Clarifications:**
Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.

**DA.912.S.2.1:**
Clarifications:
- e.g., arabeque, lateral T, jazz hands

**DA.912.S.3.8:**
English language learners communicate for social and instructional purposes within the school setting.

---

**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with previous vocal or instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

---
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

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<thead>
<tr>
<th>Course Number:</th>
<th>1305410</th>
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<tbody>
<tr>
<td>Number of Credits:</td>
<td>One (1) credit</td>
</tr>
<tr>
<td>Course Type:</td>
<td>Core Academic Course</td>
</tr>
<tr>
<td>Course Status:</td>
<td>State Board Approved</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>Graduation Requirement:</td>
<td>Performing/Fine Arts</td>
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</tbody>
</table>

**Course Path: Section:** Grades PreK to 12 Education
- Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education
- SubSubject: General Music
- Abbreviated Title: MUSIC ENS 2
- Course Length: Year (Y)
- Course Level: 2

**Educator Certifications**

| Music (Elementary and Secondary Grades K-12) |
| Vocal Music (Elementary and Secondary Grades K-12) |
| Instrumental Music (Secondary Grades 7-12) |
| Instrumental Music (Elementary and Secondary Grades K-12) |
## Course Standards

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<th>Name</th>
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| **MU.912.C.1.1:** | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
**Clarifications:**  
e.g., listening maps, active listening, checklists |
| **MU.912.C.1.2:** | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| **MU.912.C.1.3:** | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| **MU.912.C.2.1:** | Evaluate performance quality in recorded and/or live performances. |
| **MU.912.C.2.2:** | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| **MU.912.F.2.1:** | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| **MU.912.F.2.3:** | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  
**Clarifications:**  
e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel |
| **MU.912.F.3.1:** | Analyze music within cultures to gain understanding of authentic performance practices. |
| **MU.912.F.3.2:** | Examine the effects of developing technology on composition, performance, and acquisition of music. |
| **MU.912.H.1.3:** | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| **MU.912.H.1.5:** | Analyze music within cultures to gain understanding of authentic performance practices. |
| **MU.912.H.2.4:** | Examine the effects of developing technology on composition, performance, and acquisition of music. |
| **MU.912.O.1.1:** | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.  
**Clarifications:**  
e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel |
| **MU.912.O.1.2:** | Compose and develop music in contrasting styles of music.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| **MU.912.O.2.1:** | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| **MU.912.O.3.1:** | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| **MU.912.O.3.2:** | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing |
| **MU.912.O.3.3:** | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.  
**Clarifications:**  
e.g., memorization, sequential process |
| **MU.912.O.3.4:** | Transfer expressive elements and performance techniques from one piece of music to another. |
| **MU.912.O.3.5:** | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique |
| **MU.912.O.3.6:** | Sight-read music accurately and expressively to show synthesis of skills.  
**Clarifications:**  
e.g., musical elements, expressive qualities, performance technique |
| **MU.912.O.3.7:** | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. |
Develop and demonstrate proper vocal or instrumental technique.

Clariﬁcations:
e.g., posture, breathing, ﬁngering, embouchure, bow technique, tuning, strumming

LAFS.1112.RST.2.4:
Determine the meaning of symbols, key terms, and other domain-speciﬁc words and phrases as they are used in a speciﬁc scientiﬁc or technical context relevant to grades 11–12 texts and topics.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing your own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Standard Relation to Course: Supporting

LAFS.1112.SL.2.4:
Demonstrate effective teamwork and accountability, using compromise, collaboration, and conﬂict resolution, to set and achieve goals as required in the work environment.

LAFS.1112.SL.1.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

LAFS.1112.SL.1.2:
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.1.1:
Develop and demonstrate proper vocal or instrumental technique.

Clarifications:
e.g., posture, breathing, ﬁngering, embouchure, bow technique, tuning, strumming

LAFS.1112.SL.2.6:
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LAFS.1112.WHST.2.4:
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.3.7:
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9:
Draw evidence from informational texts to support analysis, reﬂection, and research.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufﬁciently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

MAFS.K12.MP.5.1:
Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear deﬁnitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efﬁciently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of deﬁnitions.

Standard Relation to Course: Supporting

MAFS.K12.MP.6.1:
Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 = 8 equals the well remembered 7 = 5 + 7 = 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and 9 as 2 + 7. They recognize the signiﬁcance of an existing line in a geometric ﬁgure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

DA.912.F.3.8:
Demonstrate effective teamwork and accountability, using compromise, collaboration, and conﬂict resolution, to set and achieve goals as required in the work environment.

DA.912.S.2.1:
Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SL.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Students strengthen vocal or instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the
classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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**GENERAL INFORMATION**

**Course Number:** 1305420
**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music >
**Abbreviated Title:** MUSIC ENS 3
**Course Length:** Year (Y)
**Course Level:** 2
**Number of Credits:** One (1) credit
**Course Type:** Core Academic Course
**Course Status:** Course Approved
**Grade Level(s):** 9,10,11,12
**Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

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<td>MU.912.F.3.2</td>
<td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</td>
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<td>MU.912.F.3.3</td>
<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td>MU.912.H.1.3</td>
<td>Compare two or more works of a composer across performance media.</td>
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<td>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>
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<td>MU.912.O.2.1</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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<td>MU.912.S.1.3</td>
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<td>MU.912.S.2.1</td>
<td>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</td>
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<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
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Develop and demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

<table>
<thead>
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<th>Mathematics who participate in effortless learning both individually and with others:</th>
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<td>• Analyze the problem in a way that makes sense given the task.</td>
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<tr>
<td>• Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<tr>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

**MA.K12.MTR.3.1:**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to participate actively in effortless learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

<table>
<thead>
<tr>
<th>Mathematics who complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>• Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>• Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>• Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1: Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______" The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### DA.912.F.3.8: Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

### DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
General Course Information and Notes

VERSION DESCRIPTION

Students strengthen vocal or instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1305420
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music > Abbreviated Title: MUSIC ENS 3
Course Length: Year (Y)
Course Level: 2
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
## Course Standards

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**Clarifications:**  
e.g., listening maps, active listening, checklists |
| MU.912.C.1.2: | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer's intent.  
**Clarifications:**  
e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles. |
| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
| MU.912.C.3.1: | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. |
| MU.912.F.1.1: | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
**Clarifications:**  
e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills |
| MU.912.F.2.1: | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
**Clarifications:**  
e.g., community revitalization, industry choosing new locations, cultural and social enrichment |
| MU.912.F.2.2: | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  
**Clarifications:**  
e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel |
| MU.912.F.3.1: | Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. |
| MU.912.F.3.2: | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. |
| MU.912.F.3.3: | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. |
| MU.912.F.3.4: | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge. |
| MU.912.H.1.2: | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  
**Clarifications:**  
e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| MU.912.H.1.3: | Compare two or more works of a composer across performance media.  
**Clarifications:**  
e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto |
| MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices. |
| MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods. |
| MU.912.H.2.2: | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music. |
| MU.912.H.2.4: | Examine the effects of developing technology on composition, performance, and acquisition of music. |
| MU.912.O.1.1: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
**Clarifications:**  
e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble |
| MU.912.O.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. |
| MU.912.O.3.1: | Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  
**Clarifications:**  
e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration |
| MU.912.O.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor. |
| MU.912.S.1.3: | Arrange a musical work by manipulating two or more aspects of the composition.  
**Clarifications:**  
e.g., texture, mode, form, tempo, voicing |
| MU.912.S.1.4: | Perform and notate, independently and accurately, melodies by ear.  
**Clarifications:**  
e.g., singing, playing, writing |
MU.912.S.2.1: Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**Clarifications:**
- e.g., memorization, sequential process

MU.912.S.2.2: Transfer expressive elements and performance techniques from one piece of music to another.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance techniques

MU.912.S.3.1: Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**Clarifications:**
- e.g., musical elements, expressive qualities, performance techniques

MU.912.S.3.2: Sight-read music accurately and expressively to show synthesis of skills.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

MU.912.S.3.4: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**Clarifications:**
- e.g., rehearsal sessions, strategies, refinement of skills and techniques

MU.912.S.3.5: Develop and demonstrate proper vocal or instrumental technique.

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

LAFS.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Standard Relation to Course: Supporting**

LAFS.1112.SL.1.1: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.SL.2.4: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.2.6: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

LAFS.1112.WHST.3.7: Include complex instructions and technical terms when writing informative or explanatory texts, providing a context and a series of steps and explanation of actions.

LAFS.1112.WHST.3.8: Interpret a visual display of numerical data to solve a problem.
General Course Information and Notes

VERSION DESCRIPTION

Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1305430
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: General Music > Abbreviated Title: MUSIC ENS 4 HON
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Attributes:
- Honors
Course Level: 3
Grade Level(s): 9,10,11,12
Graduation Requirement: Performing/Fine Arts

Educator Certifications

Music (Elementary and Secondary Grades K-12)
Vocal Music (Elementary and Secondary Grades K-12)
Instrumental Music (Secondary Grades 7-12)
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<td>MU.912.H.1.3:</td>
<td>Compare two or more works of a composer across performance media.</td>
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<td><strong>Clarifications:</strong> e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</td>
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<td>Analyze music within cultures to gain understanding of authentic performance practices.</td>
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<td>MU.912.O.3.1:</td>
<td>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</td>
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<td>MU.912.O.3.2:</td>
<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>MU.912.S.1.3:</td>
<td>Arrange a musical work by manipulating two or more aspects of the composition.</td>
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<td>MU.912.S.1.4:</td>
<td>Perform and notate, independently and accurately, melodies by ear.</td>
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<td><strong>Clarifications:</strong> e.g., singing, playing, writing</td>
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Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

**MU.912.S.2.1:**

**Clarifications:**
- e.g., memorization, sequential process

Transfer expressive elements and performance techniques from one piece of music to another.

**MU.912.S.2.2:**

Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

**MU.912.S.3.1:**

**Sight-read music accurately and expressively to show synthesis of skills.**

**Clarifications:**
- e.g., musical elements, expressive qualities, performance technique

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

**MU.912.S.3.4:**

**Clarifications:**
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

Develop and demonstrate proper vocal or instrumental technique.

**MU.912.S.3.5:**

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**MA.K12.MTR.2.1:**

Teachers who encourage students to understand by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**MA.K12.MTR.3.1:**

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**MA.K12.MTR.4.1:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.
**General Course Information and Notes**

**VERSION DESCRIPTION**

Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1305430
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** State Board Approved
- **Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education

Courses > Grade Group: Grades 9 to 12 and Adult

Education Courses > Subject: Music Education >

SubSubject: General Music >

Abbreviated Title: MUSIC ENS 4 HON

**Course Length:** Year (Y)

**Course Attributes:**
- Honors

**Course Level:** 3

**Educator Certifications**

- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
### Music Techniques 1 (#1305500) 2020 - 2022 (current)

#### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>MU.912.C.1.1:</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>e.g., listening maps, active listening, checklists</td>
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<td>MU.912.C.2.1:</td>
<td>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</td>
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<td>MU.912.C.2.2:</td>
<td>Evaluate performance quality in recorded and/or live performances.</td>
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<td>MU.912.C.3.1:</td>
<td>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</td>
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<td>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</td>
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<td>MU.912.O.2.1:</td>
<td>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</td>
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<td>Interpret and perform expressive elements indicated by the musical score and/or conductor.</td>
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<td>Transfer expressive elements and performance techniques from one piece of music to another.</td>
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<td>MU.912.S.3.1:</td>
<td>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</td>
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<td>MU.912.S.3.4:</td>
<td>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</td>
</tr>
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<td>MU.912.S.3.5:</td>
<td>Develop and demonstrate proper vocal or instrumental technique.</td>
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<td><strong>Clarifications:</strong></td>
<td>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</td>
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<tr>
<td>LAFS.910.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 topics and texts.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>a.</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td>b.</td>
<td>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td>c.</td>
<td>Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
</tr>
<tr>
<td>d.</td>
<td>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
</tr>
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</table>

**Standard Relation to Course:** Supporting

| LAFS.910.SL.1.2: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| LAFS.910.SL.1.3: | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| LAFS.910.SL.2.4: | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| LAFS.910.SL.2.6: | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LAFS.910.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course:** Supporting

| MAFS.K12.MP.5.1: | Attend to precision. |
| | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| **Standard Relation to Course:** Supporting |
| MAFS.K12.MP.6.1: | Look for and make use of structure. |
| | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven
MAFS.K12.MP.7.1: more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)² as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Standard Relation to Course: Supporting

DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**GENERAL NOTES**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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**GENERAL INFORMATION**

- **Course Number:** 1305500
- **Course Path:** Section: Grades PreK to 12 Education
  - Courses > Grade Group: Grades 9 to 12 and Adult Education
  - Courses > Subject: Music Education
  - SubSubject: General Music
  - Abbreviated Title: MUSIC TECNQS 1
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

- Music (Elementary and Secondary Grades K-12)
- Vocal Music (Elementary and Secondary Grades K-12)
- Instrumental Music (Secondary Grades 7-12)
- Instrumental Music (Elementary and Secondary Grades K-12)

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## Course Standards

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**Clarifications:**  
- e.g., listening maps, active listening, checklists |
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| MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances. |
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**Clarifications:**  
- e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:**  
- Teachers who encourage students to participate actively in effortful learning both individually and with others:  
  - Cultivate a community of growth mindset learners.  
  - Foster perseverance in students by choosing tasks that are challenging.  
  - Develop students' ability to analyze and problem solve.  
  - Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Clarifications:**  
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
  - Help students make connections between concepts and representations.  
  - Provide opportunities for students to use manipulatives when investigating concepts.  
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.  
  - Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
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**Clarifications:**  
- Teachers who encourage students to complete tasks with mathematical fluency:  
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| MA.K12.MTR.3.5: | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
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- Help and support each other when attempting a new method or approach.  
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Communicate mathematical ideas, vocabulary and methods effectively.
Analyze the mathematical thinking of others.
Compare the efficiency of a method to those expressed by others.
Recognize errors and suggest how to correctly solve the task.
Justify results by explaining methods and processes.
Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
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Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
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- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

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K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
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Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.
General Course Information and Notes

VERSION DESCRIPTION

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

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GENERAL INFORMATION

Course Number: 1305500
Course Type: Core Academic Course
Course Status: State Board Approved
Graduation Requirement: Performing/Fine Arts

Course Path: Section: Grades PreK to 12 Education
Course > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Music Education >
SubSubject: General Music >
Abbreviated Title: MUSIC TECNQS 1
Course Length: Year (Y)
Course Level: 2
<table>
<thead>
<tr>
<th>Educator Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music (Elementary and Secondary Grades K-12)</td>
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<tr>
<td>Vocal Music (Elementary and Secondary Grades K-12)</td>
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<tr>
<td>Instrumental Music (Secondary Grades 7-12)</td>
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